THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, CORK,

FOR

THE ACADEMIC YEAR OF 1859-60,

WITH APPENDICES.

Presented to both Houses of Parliament by Command of Her Majesty.

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FOR HER MAJESTY'S STATIONERY OFFICE.
1861.

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THE REPORT

OF THE

PRESIDENT OF THE QUEEN'S COLLEGE, CORK,

FOR

THE ACADEMIC YEAR, 1859-60.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

In compliance with the requirements of the Statutes of Queen's College, Cork, I have the honour to submit the following Report of the Proceedings of that College during the Academic Year 1859-60, and of the state of the various departments of the College during that year.

EXAMINATIONS FOR ENTRANCE—NUMBERS AND CLASSIFICATION OF STUDENTS.

The Examinations for entrance were held in the usual manner at the opening of the Session, and on subsequent days, as fixed by the College Council. The arrangements to this effect are given in the Prospectus of the Session, of which a copy is annexed, Appendix A.

After those Examinations, 60 new Students were entered as Matriculated Students to the First Year's class, as were also 10 Students who had previously matriculated, but who, from not having been promoted or from other causes, were disqualified from proceeding with the higher studies of a senior class, and were therefore necessitated to re-enter the class of the First Year, and resume the more elementary course. The total number of Matriculated Students in the First Year's class for the Session of 1859-60 was, therefore, 70.

In addition to the above, there presented themselves to proceed with the studies of the senior years, 74 Students, who had passed the Sessional Examinations at the close of the previous Academic year. The total number of Matriculated Students in Queen's College, Cork, for the year 1859-60 was, therefore, 144.

In addition to the above 144 Matriculated Students there entered to attend the Lectures of particular Professors, 27 Non-Matriculated Students. The total number of Students attending the College during the Session 1859-60 was, therefore, 171.

The classification of those Students by their collegiate standing will be shown by the following table, and thereby the numbers can be compared with those given in the Reports of previous years:—

Courses of Study in order of college standing.	Session 1858-59.	Session 1859-60.
Matriculated Students—Courses of First Year,	55	70
Matriculated Students—Courses of Second Year,	29	40
Matriculated Students—Courses of Third Year,	16	17
Matriculated Students—Courses of Fourth Year,	14	9
Special Courses not for University Degrees,	11	8
Total number of Matriculated Students,	125	144
Non-Matriculated Students,	24	27
Total number of Students,	149	171

In regard to Faculties and Courses of Study for Degrees and Diplomas, the classification of the Students who attended the College during the Session 1859-60 was as follows:—

	Matriculated.	Non-matriculated.	Total.
In the Faculty of Arts,	51	7	58
In the Faculty of Medicine,	65	20	85
In the Faculty of Law,	4	—	4
In the Course of Engineering,	26	—	26
In the Course of Agriculture,	5	—	5
Total,	151	27	178

The number, 151, exceeds that given previously, as the total number of Matriculated Students (144) by 7, the which excess is caused by the circumstance that so many Students were entered to follow at the same time more than one course of study for Degrees. Under this head there were:—

Attending Arts and Medicine,	4
Attending Arts and Law,	1
Attending Arts and Engineering,	1
Attending Medicine and Engineering,	1
Total,	7

The respective ages of Matriculated Students are given in the following table:—

Under 16 years of age,	12
From 16 to 17 years of age,	14
From 17 to 18 years of age,	18
From 18 to 19 years of age,	25
From 19 to 20 years of age,	16
From 20 to 21 years of age,	19
Over 21 years of age,	40
Total,	144

The average ages of Students attending the several branches of study were:—

In the Faculty of Arts,	17 7 years.
In the Faculty of Medicine,	19·5 years.
In the Faculty of Law,	20·0 years.
In the Course of Engineering,	18·4 years.
In the Course of Agriculture,	18·0 years.

The average ages of all Matriculated Students at entrance was found to be 17·9. The ages of Non-Matriculated Students are not recorded.

Of the 144 Matriculated Students, 4 interrupted their studies before the termination of the Session.

College Examinations for Scholarships and Sessional Promotion of Matriculated Students.

The Examinations for Scholarships and for Sessional Promotion were conducted under the direction of the College Council, and the numbers and natures of the Scholarships awarded for the year 1859-60 were as follow:—

Of the 7 Senior Scholarships in the Faculty of Arts, 1 was awarded.

Of the 30 Junior Scholarships in the Faculty of Arts, 27 were awarded.

Of the 2 Senior Scholarships in the Faculty of Medicine, both were awarded.

Of the 6 Junior Scholarships in the Faculty of Medicine, all were awarded.

The Senior Scholarship in the Faculty of Law was not awarded.

The 3 Junior Scholarships in the Faculty of Law were all awarded.

The 2 Scholarships in Engineering were both awarded.

Of the 4 Scholarships in Agriculture, 3 were awarded.

The Examinations for those Scholarships were conducted in the usual manner, principally by printed papers, but in some instances partly *vivâ voce*. The subjects included in each Scholarship course are described in the Prospectus, Appendix A, and the more important Papers of Questions are given, Appendix B.

The Examinations for Sessional Promotion were held at the termination of the Session, in the usual manner and with the following results:—

In the Faculty of Arts, of 28 Students of the first year 13 were promoted to second year's rank.

Of 10 Students of the second year, 8 were promoted to third year's rank.

Of 10 Students of the third year, 6 were promoted to fourth year's rank, and were recommended to be examined for the degree of A.B.

Of 9 Students of the fourth year, all were recommended to be examined for the degree of A.M.

In the departments of Engineering and Agriculture of 17 Students of the first year 12 were promoted to second year's rank.

Of 14 Students of the second year, 5 were recommended to be examined for their Diplomas.

Of 4 Students in the Faculty of Law, 3 were promoted to the Senior Classes.

No Collegiate promotion to senior standing takes place in the Medical Faculty, and therefore only such students are examined at the close of the Session as are candidates for Medical Scholarships or for Prizes. The Students attending Special Courses not for University Degrees, are not required to pass the Sessional Examinations. The general result of these Examinations may, therefore, be expressed as follows:—

	Promoted.	Not Promoted.	Total.
In the Faculty of Arts, .	28	21	39
In the Faculty of Law, .	3	1	4
In the Course of Engineering,	13	13	26
In the Course of Agriculture, .	4	1	5
	48	36	84
In the Faculty of Medicine, where no promotion takes place,			59
Attending Special Courses, ...			8
Total, ...			151

Having regard to the strictness of the Sessional Examinations, the proportion of Students promoted may be considered satisfactory. The Professors also reported favourably of the answering for honors at those Examinations, and the College Council awarded prizes to the Students who were specially recommended. The examinations were conducted by printed Papers of Questions, as in those for Scholarship. A selection of those Papers will be found in Appendix C.

The prizes thus awarded were conferred at a General Meeting of the College, held in December, which was attended by the local authorities and others of the City and County of Cork. The Report of the Proceedings on that occasion, and the names of those who received honors and prizes, will be found in Appendix D.

COURSES OF INSTRUCTION.

The particulars of Classes, the number of Lectures delivered by each Professor, and the number of Students attending each Class is given in the following table:—

	Number of Lectures weekly.	Number of Lectures delivered.	Number of Students attending.
Greek Language, . . .	9	186	32
Latin Language, . . .	9	167	38
English Language, . . .	3	32	27
History and English Literature, .	3	58	9
French Language, . . .	6	152	56
Celtic Language, . . .	6	149	8
Mathematics, ...	9	183	67
Natural Philosophy, . . .	11	240	50
Chemistry, ...	3	70	62
Practical Chemistry, . . .	3	45	22
Natural History, . . .	3	70	44
Physical Geography, . . .	3	12	9
Geology and Mineralogy, . .	3	72	18
Logic, ...	3	34	10
Metaphysics, ...	3	54	6
Civil Engineering, . . .	9	140	28
Agriculture, ...	9	167	4
Anatomy and Physiology, . .	5	126	59
Practical Anatomy, . . .	5	104	44
Practice of Surgery, . . .	3	57	23
Practice of Medicine, . .	3	57	16

	Number of Lectures weekly.	Number of Lectures delivered.	Number of Students attending.
Materia Medica,	3	68	24
Medical Jurisprudence,	3	36	12
Midwifery,	3	53	12
English Law,	12	72	4
Civil Law,	8	44	3
Political Economy,	4	24	4
Ophthalmic Surgery,	–	20	10

The several courses of instruction were delivered by the Professors in a highly satisfactory manner. All the arrangements necessary for efficiency of teaching have been fully carried out. Details as to the means of instruction employed will be found in the official reports of the several Professors given in Appendix E.

The attendance of the Students on the Professors' Lectures was completely satisfactory, both as to attention and regularity.

QUEEN'S UNIVERSITY EXAMINATIONS, AND DEGREES CONFERRED.

The Students who had completed their Courses in the several Faculties and Courses, were recommended to the Senate of the Queen's University, to be admitted to examination. The names of Students of Queen's College, Cork, who obtained Degrees or Diplomas at the University Examinations, and also the list of the University Honors obtained by Students from this College in October, 1860, will be found in Appendix F.

LIBRARIES, MUSEUMS, AND BOTANIC GARDENS.

I have to report that several additions have been made to the Library and Museums within the last year, and the officers in charge have diligently attended to the classification and arrangement of the books and specimens. A complete Catalogue of the Library has been prepared by the Librarian, Mr. O'Keeffe, under the instructions of the College Council and the Library Committee, and is now being printed. For details as to the actual condition of the Library and Museum departments, I beg to refer to the official reports of the Curator of the Museum, Professor Harkness, and of the Librarian, Mr. O'Keeffe, which are annexed, forming Appendices G and H.

Since last Report, an addition has been made to the Anatomical Lecture-room, by which some of the inconveniences of that apartment have been mitigated. The relief, however, is but of a partial and imperfect nature, and by no means removes the necessity already so strongly urged for the extension of the building of the Medical Faculty. There is still no place whatsoever provided for arranging the Medical Museum, so that those collections may become properly available to the Professors and Students; and the Medical School of the College is thus placed under very serious disadvantages. Much inconvenience is also felt, as represented in the Report of the Professor of Surgery, from the Surgical lectures not being delivered in the same building with those on Anatomy and Physiology. The Clarendon building, however, is still insufficient for the proper accommodation of the Anatomical departments, and it has been only practicable to continue the arrangement heretofore in force, of having those lectures which relate to Operative Surgery given in the Clarendon building, the General course of Surgery being still given in the principal building. On these several grounds the urgent necessity for a proper extension of the building of the Medical Faculty, so as to provide the Museums and Lecture-rooms so much required, is abundantly evident. Neither have any steps been taken to provide a Conservatory or hot-house for plants, for the use of the Professor of Natural History, although the urgent want of such has been so often and so pressingly urged. I beg leave, therefore, to refer to and again respectfully to solicit attention to the representations made in former Reports upon this subject.

FINANCIAL POSITION OF THE COLLEGE.

I have the honour to annex copies of the several College Accounts, as furnished by the Bursar, and also of the Distribution of the Parliamentary Grant of £1,600, among the several departments of the College for the year 1859–60, forming Appendix I., Nos. 1 and 2, viz.:—

No. 1.—Account of Receipt and Expenditure of Endowment under the Queen's Colleges Act of Parliament.

No. 2.—Account of Expenditure of Parliamentary Grant for Fitments, Libraries, Museums, &c., and of Receipts from College Fees, Fines, &c.

CONDUCT AND DISCIPLINE OF STUDENTS.

I have much pleasure in reporting that the conduct of the students of Queen's College, Cork, has been, during the last Session, entirely satisfactory, and has completely justified the expressions of approval regarding them given in former Reports. Such cases of trivial breaches of discipline as occurred were suitably decided by the Vice-President: even these were very few, and during last year no case occurred of any importance requiring to be brought under the notice of the College Council. The report of the Vice-President on discipline, and the return of punishments from the Registrar, forming Appendix K, Nos. 1 and 2, will be found annexed.

The religious and moral conduct of the Students has been, I have every reason to believe, during the past year very satisfactory. The Licensed Boarding Houses, and the rules to which they are subjected, remain as in the previous Session. The function of those Boarding Houses is not so important as had been originally expected, from causes already explained in previous Reports, the number of Students residing therein being very small, and those being for the most part in the last Session, over twenty-one years of age. I have the honour to submit annexed the Reports of the several Deans of Residences, viz., that of the Rev. Mr. Webster, for the Established Church; that of the Rev. Mr. Tracy, for the Wesleyan Community; and that from the Rev. Dr. Magill, for the Presbyterian Church; forming Appendix L, Nos. 1, 2, and 3. It is known that no Report is furnished from the Dean of Residences for the Roman Catholic Church.

With regard to the numerical proportions of the several religious denominations among the Students, I beg to report, that of the 144 Matriculated and the 27 Non-Matriculated Students, who were on the College Books in the Session 1859–60, there were—

	Matriculated.	Non-matriculated.	Total.	Per cent.
Roman Catholics, .	75	10	85	49·7
Established Church, .	52	16	68	39·8
Presbyterians, . .	4	—	4	2·3
Wesleyans, . .	8	—	8	4·7
Independents, . .	2	—	2	1·2
Society of Friends, .	2	1	3	1·7
Unitarian, . . .	1	—	1	0·6
	144	27	171	100·

In these tables the gradual and steady increase in the numbers of the Roman Catholic Students, is remarkably shown, both in the absolute numbers, which progress as the total number of Students increases from year to year, and also in the relative numbers of the Roman Catholics as compared with the other denominations. We thus see unequivocally proved the healthy growth of well-founded confidence in the educational arrangements of this College, which is taking place on the part of the public at large, but especially on the part of the Roman Catholic laity of the South of Ireland. This result is also manifested by the returns of the Session now current, 1860–61, the total number of Students having increased this Session to 201, and the number of Roman Catholics to 95: the number of new Matriculated Students entered in this year being 72, which is more than had ever before been entered in one Session.

Signed,

ROBERT KANE,

President.

QUEEN'S COLLEGE, CORK,
January 22, 1861.

APPENDIX.

Appendix A.

APPENDIX A.

General Regulations of College, &c.

GENERAL REGULATIONS of COLLEGE.—LIST of OFFICERS.—PROGRAMME of COURSES for MATRICULATION and SCHOLARSHIPS.—HOURS of LECTURES.—FEES.—SPECIAL COURSES for COMPETITIVE EXAMINATION and the PUBLIC SERVICE.

QUEEN'S UNIVERSITY IN IRELAND—QUEEN'S COLLEGE, CORK.

Faculties of Arts, Medicine, and Law.—Session 1859–60.

President—SIR ROBERT KANE, F.R.S., M.R.I.A.

Vice-President—JOHN RYALL, LL.D.

Professors.

The Greek Language,	JOHN RYALL, LL.D.
The Latin Language,	BUNNELL LEWIS, A.M.
History and English Literature,	WILLIAM RUSHTON, A.M.
Modern Languages,	RAYMOND DE VERICOUR, D. ES. L.
Celtic Languages,	OWEN CONNELLAN, Esq.
Logic and Metaphysics,	GEORGE SIDNEY READ, A.M.
Mathematics,	GEORGE BOOLE, LL.D., F.R.S.
Natural Philosophy,	J. ENGLAND, A.M.
Chemistry,	JOHN BLYTH, M.D.
Natural History,	JOSEPH REAY GREENE, A.B., M.R.I.A.
Geology and Mineralogy,	ROBERT HARKNESS, F.R.S.L. & E., F.G.S.
Engineering,	ALEXANDER JACK, A.M.
Agriculture,	EDMUND MURPHY, A.B.
Anatomy and Physiology,	J. HENRY CORBETT, M.D., L.R.C.S.I.
Practice of Medicine,	DENIS C. O'CONNOR, A.B., M.D.
Practice of Surgery,	DENIS P. BULLEN, M.D.
Materia Medica,	PURCELL O'LEARY, B. ES. L., A.M., M.D., M.D., F.B.S.
Midwifery,	JOSHUA R. HARVEY, A.B., M.D.
English Law,	MICHAEL BARRY, M.R.I.A.
Jurisprudence and Political Economy,	RICHARD HORNER MILLS, A.M.

Officers.

Curator of Museum,	ROBERT HARKNESS, F.G.S., F.R.S.E. & L.
Registrar,	ROBERT JOHN KENNY, Esq.
Bursar,	EDWARD M. FITZGERALD, Esq.
Librarian,	MATTHIAS O'KEEFFE, A.M.

The College Session, 1859–60.

The *First Term* will commence on the 18th of October, 1859, and end on the 23rd of December.

The *Second Term* will commence on the 9th of January, 1860, and end on the 31st of March.*

The *Third Term* will commence on the 16th of April, 1860, and end with the Session, on the 9th of June.

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* The Easter recess for the Medical Faculty will commence on the Tuesday before Easter, and end on Easter Monday.

Appendix A.

General Regulations of College, &c.

SUBJECTS OF THE MATRICULATION EXAMINATIONS.

For the Faculties of Arts, Medicine, and Law.

English:
  Grammar.

Greek:
  Xenophon—First Book of the Anabasis; Grammar.

Latin:
  Virgil—First Book of the Æneid.
  Latin Prose—Re-translation from English into Latin of short sentences from Cæsar, Gallic War, Book I.

Mathematics:
  Arithmetic—Principles of Notation. Vulgar and Decimal Fractions, with the reasons of the different rules. The Rule of Proportion, with its commercial applications, including Simple Interest.
  Euclid—Book I.

For the Department of Civil Engineering.

The outlines of Modern Geography; Grammar.
Mathematics—Arithmetic, Principles of Notation, Vulgar and Decimal Fractions, with the reasons of the different rules. Rule of Proportion, with its commercial applications; Extraction of the Square Root, both of whole numbers and decimals.
Algebra—Explanation of the signs and meaning of an Index, calculation of the value of Algebraic expressions, when particular values are given to the letters which they involve.
Euclid—Books I., II., III., IV., and VI., with the definitions of Book V.

For the Department of Agriculture.

The English Language:
  Grammar and Composition.

Mathematics:
  First Four Rules of Arithmetic. Proportion. Vulgar and Decimal Fractions. Extraction of the Square Root.

Modern Geography.

MATRICULATED STUDENTS.

Persons intending to become *Matriculated* Students of the College, in any of the Faculties or Departments of Faculty, are required to pass the Matriculation Examination, whereby they are declared competent to pursue the course of study prescribed to Students in that Faculty or Department of Faculty, and, on completing this course, are entitled to become Candidates for the Degrees or Diplomas granted by the Queen's University in Ireland.

The Examinations for the MATRICULATION *of Students in the several Faculties and Departments of Faculty, will commence at Ten o'clock, on Tuesday, the 18th of October*, 1859.

Candidates for Matriculation are required to forward their names to the Registrar of the College, and to state the Faculty or Department of Faculty for which they propose to Matriculate, at least *three days* before the commencement of the Matriculation Examinations.

Each Candidate, before being admitted to the Matriculation Examination, is required to pay to the Bursar of the College the *Matriculation and College Fees* for the year, amounting together to 10s. for each Faculty or Department of Faculty. These fees will be returned to such Candidates as may fail in passing the Matriculation Examination.

After passing the Matriculation Examination, and before receiving a Certificate thereof, or joining the several Classes, each Student of the Literary and

Appendix A.

General Regulations of College, &c.

Science Divisions of the Faculty of Arts is required to pay to the Bursar of the College the sum of £4 15*s*., being a *moiety* of the *Class Fees* for the Session. The remaining moiety will be required on or before the 20th of December, 1859.

Students of the Faculties of Medicine and Law, and of the Departments of Engineering and Agriculture in the Faculty of Arts, are required to pay on Matriculation, and before receiving a Certificate thereof, the *whole* of the Fees of the Classes for which they enter. See Table of Class Fees, page 25.

Junior Scholars are exempt from the payment of more than *one* moiety of the *Class Fees* for the Session.

Matriculated Students are required to wear an academic dress.

In May and June are held General Examinations in the subjects lectured upon during the Session; and a sum of One Hundred Pounds is awarded in Prizes to the most distinguished Students.

Students who have pursued part of their studies in any one of the Queen's Colleges, or in any University capable of granting Degrees in the several Faculties of Arts, Law, and Medicine, are permitted, on passing the prescribed Examinations, to take corresponding rank in this College, and also to compete for Scholarships of the corresponding year; provided they shall not hold at the same time a Scholarship or other office of emolument in any University or College of a University.

NON-MATRICULATED STUDENTS.

Gentlemen who do not propose, or are not prepared, to Matriculate, but who wish to avail themselves, in other respects, of the advantages offered by the College, are permitted to attend the Professors' Lectures, without passing any of the Examinations, on paying to the Bursar the regulated College and Class Fees, amounting generally to £2 5*s*. for each course; but they cannot become Candidates for Scholarships or Prizes, or enjoy the other privileges of Matriculated Students. They are, however, entitled to the use of the Library, on subscribing the Library Regulations, and paying a fee of 15*s*. for each Session; and the Professors are authorized to recommend to the Council to grant Certificates of Honour to the most distinguished of them in their respective Classes.

EAST INDIA CIVIL SERVICE.

The attention of parents and guardians is directed to the new arrangements for the East India Civil Service; according to which Writerships are open to competition at Examinations prescribed by the Board of Control. The course of Lectures in the Queen's College, Cork, are well adapted to prepare Candidates for this Examination, which includes the following branches of knowledge, their relative importance being indicated by the annexed scale of marks.

English Language and Literature:

Composition,	500
English Literature and History, including that of the Laws and Constitution,	1,000
	1,500
Language, Literature, and History of Greece,	750
„ „ „ Rome,	750
„ „ „ France,	375
„ „ „ Germany,	375
„ „ „ Italy,	375
Mathematics, pure and mixed,	1,250
Natural Science—that is, Chemistry, Electricity, and Magnetism, Natural History, Geology, and Mineralogy,	500
Moral Sciences—that is, Logic, Mental, Moral, and Political Philosophy,	500
Sanscrit Language and Literature,	375
Arabic Language and Literature,	375
	6,875

Appendix A.

General Regulations of College, &c.

LIBRARY AND MUSEUM.

The Library and Museum are open, under certain regulations, to all the Students.

FACULTY OF ARTS.

LECTURES.

The Lectures of the several Professors in this Faculty will commence on Monday, the 24th of October, 1859, except those on the "English Language" and on "Logic," which will not be delivered until the commencement of the Second Term.

DEGREES OF ARTS.

Students intending to take the Degree of A.B. in the Queen's University, must, on entering the College, pass a Matriculation Examination, for which see page 11.

The Undergraduate Course for the Degree of A.B. occupies three Sessions, at the end of which Students are admitted to Examination for the Degree of A.B. from the Queen's University in Ireland, provided they have attended the College Lectures for at least two full terms in each Session, have passed the prescribed College Examinations, and are recommended by the President of the College for promotion to the Degree.

Course of Study for the Degree of A.B.

FIRST YEAR.

			Page
The Greek Language,	Three Terms,	See Appendix,	28
The Latin Language,	Three Terms,	,,	28
The English Language,	One Term,	,,	28
The Modern Languages,	Three Terms,	,,	29
Mathematics,	Three Terms,	,,	29

SECOND YEAR.

Logic,	One Term,	,,	30
Chemistry,	Three Terms,	,,	31
Principles of Zoology and Botany,	Three Terms,	,,	32
The Higher Mathematics; Or—The Greek and Latin Languages,	Three Terms,	,,	29 28

THIRD YEAR.

Natural Philosophy,	Three Terms,	,,	31
History and English Literature,	Two Terms,	,,	28
Physical Geography,	One Term,	,,	32
Metaphysics, Or—Jurisprudence and Political Economy,	Two Terms, Each One Term,	,,	30

Course of Study for the Degree of A.M.

A Candidate may proceed to obtain his Master's Degree by Examination in any one of the four following Courses of Study, viz.:—

1.—CLASSICS, which shall be considered as including—

The Greek and Latin Classic Authors; Prose Composition in Greek, Latin, and English; a Modern Foreign Language.

2.—English Philology and Criticism. Logic. Metaphysics (or in place of Metaphysics at the election of the Candidate) Political Economy and Jurisprudence.

Appendix A. — General Regulations of College, &c.

3.—MATHEMATICAL AND PHYSICAL SCIENCE, which will be considered as including the following subjects:—

Algebra, including the Theory of Equations.
Analytical Geometry. Trigonometry, Plane and Spherical.
The Differential and Integral Calculus. Differential Equations. Theory of Probabilities.
Statics and Dynamics. Hydrostatics. Hydraulics and Pneumatics. Optics. Heat. Electricity and Magnetism. Plane and Physical Astronomy.

4. EXPERIMENTAL AND NATURAL SCIENCES, which shall be considered as including the following subjects:—

Experimental Physics.
Laws of Chemical Constitution and Combination.
General Properties and Preparation of Organic and Inorganic Bodies.
Structure, Functions, and Classification of Animals and Vegetables.
Zoological and Botanical Geography.
Elements of General Geology and Palæontology, of Physical Geography, and of Crystallography, and Mineralogy.

Every Candidate must be a Bachelor of Arts of the Queen's University, and must have attended in one of the Queen's Colleges for at least Two Terms, subsequent to his having received the Bachelor's Degree, a Course of Lectures on some one of the subjects of the Course of Study, which he may have selected to proceed in for his Degree.

DIPLOMA IN ENGINEERING.

Engineering Students are required to pass a Matriculation Examination (for which see page 11), and pursue the following Courses of Study, during at least two years:—

FIRST COURSE.

Mathematics,	Three Terms.
Chemistry,	Do.
Mineralogy, Geology, and Physical Geography,	Do.
Drawing,	Do.
Descriptive Geometry, Surveying, and Mapping,*	Do.

SECOND COURSE.

Mathematics,	Three Terms.
Natural Philosophy,	Do.
Motive Powers, Construction, and Theory of Machines,	Do.
Drawing,	Do.
Civil Engineering, including the Principles of Architecture, and Engineering Finance,	Do.

Any Student who shall have completed the above Courses of Study in any of the Queen's Colleges in Ireland, shall be admitted to Examination for the Diplome in Civil Engineering in the Faculty of Arts.

Bachelors of Arts of the Queen's University are allowed to take rank as Second Year's Students of Engineering, and to proceed for the Diplome as such, provided they shall, in the subsequent period of their Engineering Studies, have attended the full Courses of Instruction in Drawing, Mapping, Surveying, and all other subjects, previously attended or included in their A.B. Course.

DIPLOMA IN AGRICULTURE.

Candidates for this Diploma are required to pass a Matriculation Examination (for which see page 11), and afterwards pursue the following

Course of Study for the Diploma of Agriculture.

FIRST YEAR.

Natural Philosophy,	Three Terms.
Chemistry,	Do.
Principles of Zoology and Botany,	Do.
Theory of Agriculture,	Do.

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* NOTE I.—The instructions in Mapping and Surveying required in the courses for diplomas in Engineering and Agriculture, include regular Practical Exercises and Observations in the Field, with the use of instruments, continued throughout the Session.

II.—The drawing required by the above curriculum is understood to include free-hand drawing, as well as special mechanical drawing.

Appendix A.

General Regulations of College, &c.

SECOND YEAR.

Mineralogy, Geology, and Physical Geography,	Three Terms.
Surveying and Mapping,* and Farm Architecture,	Do.
History and Diseases of Farm Animals,	Do.
Practice of Agriculture, including Farm Finance and Accounts,	Do.

Students who shall have passed through the above Course, and also attended, during twelve months, the Practical Working of a Farm, under the direction of an Agriculturist approved by the College Council, will be admitted to Examination for the Diploma in Agriculture.

Students intending to qualify themselves for the Management of Estates, or of Extensive Farms, are recommended to attend also Sessional Courses of Instruction in—

1st. The Law of Landlord and Tenant, and the Elements of Conveyancing.
2nd. Elements of Political Economy and Statistics, as applied to Agriculture and Farm Finance.

Faculty of Medicine.

Dean—Joseph Henry Corbett, M.D., L.R.C.S.I.

Lectures, &c.

The Medical Session will be opened on Friday, 28th October, 1859, at Two o'clock, by an address from the Dean, and the Courses of Lectures will commence as under:—

Anatomy and Physiology—Wednesday, 2nd November, at One o'clock, to be continued daily, except on Saturdays, at the same hour.

Practice of Medicine—Thursday, 3rd November, at Three o'clock, to be continued on Tuesdays, Thursdays, and Saturdays, at the same hour.

Practice of Surgery—Wednesday, 2nd November, at Three o'clock, to be continued on Mondays, Wednesdays, and Fridays, at the same hour.

Materia Medica—Thursday, 3rd November, at Two o'clock, to be continued on Tuesdays, Thursdays, and Fridays, at the same hour.

Midwifery—Wednesday, 2nd November, at Four o'clock, to be continued on Mondays, Wednesdays, and Fridays, at the same hour.

The Course of Practical Anatomy will be conducted by the Professor of Anatomy and Physiology, assisted by Dr. Shinkwin, Demonstrator.

The Department will be opened for Dissections on the 15th October.

The Anatomical Demonstrations will commence on 3rd November, and be continued daily at Twelve o'clock, except Saturdays.

Chemistry—Monday, Wednesday, and Friday.

Practical Chemistry—Monday, Tuesday, Wednesday, Thursday.

Zoology and Botany—Monday, Wednesday, Friday.

Natural Philosophy—Tuesdays and Thursdays.

Medical Jurisprudence—Tuesday, Thursday, and Friday.

Modern Languages—Monday, Wednesday, and Friday.

A Special Practical Class of Surgical Operations under the direction of the Professor of Anatomy and Physiology.

Degrees in Medicine.

Ordinance of the Senate of the Queen's University in Ireland, regarding the Qualifications and Examinations for the Degree of M.D.

1st.—Every Candidate for the Degree of M.D. shall produce a Certificate from the Council of one of the Queen's Colleges, that he has passed a full Examination in the subjects of study prescribed in the Course of Matriculation for Arts, and has been admitted a Matriculated Student of the College in the Faculty of Medicine.

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* See note on preceding page.

Appendix A.

General Regulations of College, &c.

2nd.—The Curriculum shall extend over a period of at least four years, and shall be divided into two periods of at least two years each.

3rd.—The first period shall comprise attendance on the following Courses of Medical Lectures:—

Chemistry—Six Months, at least Three Lectures each Week.
Botany and Zoology—Six Months, Three Lectures each Week, with Herborizations for practical study.
Anatomy and Physiology—Six Months, Five Lectures each Week.
Practical Anatomy—Six Months.
Materia Medica and Pharmacy—Six Months, Three Lectures each Week.

4th.—The second period shall comprise attendance on the following Courses of Medical Lectures:—

Anatomy and Physiology—Six Months, Five Lectures each Week.
Practical Anatomy—Six Months.
Theory and Practice of Surgery—Six Months, Three Lectures each Week.
Midwifery and Diseases of Women and Children—Six Months, Three Lectures each Week.
Theory and Practice of Medicine—Six Months, Three Lectures each Week.
Medical Jurisprudence—Three Months, Three Lectures each Week.*

5th.—In addition to the above Courses of Lectures, Candidates shall have attended during the first period of the above Curriculum—

Practical Chemistry, in a recognised Laboratory—Three Months.
Medico-Chirurgical Hospital, recognised by the Senate, containing at least sixty beds, together with the Clinical Lectures therein delivered, at least Two each Week—Six Months.

6th.—And during the second period—

Practical Midwifery, at a recognised Midwifery Hospital, with the Clinical Lectures therein delivered, for a period of Three Months, in an Hospital containing not less than fifteen beds.
Practical Pharmacy—Three Months.
Medico-Chirurgical Hospital, recognised by the Senate, containing at least sixty beds, together with the Clinical Lectures therein delivered—Eighteen Months.

7th.—Candidates, before being admitted to the Degree of M.D., shall pass two Examinations, the first Examination comprising the subjects of the first period of the Curriculum; the second comprehending subjects of the second period of study. It shall be competent for Students to present themselves for their first Examination at the termination of the first period of the Curriculum, or at any after period to be fixed by the Senate, previous to their undergoing the second Examination.

8th.—By the Charter of the Queen's University, *Candidates are required to have attended at least* ONE-THIRD *of the Courses of Medical Lectures in some one of the Queen's Colleges.* For the remainder of the Courses of Medical Lectures, authenticated Certificates will be received from the Professors or Lecturers in Universities, Colleges, or Schools recognised by the Senate of the Queen's University in Ireland.

9th.—Candidates will also be required to have attended, *in some one of the Queen's Colleges*, Lectures on One Modern Language for Six Months, and Lectures on Natural Philosophy for Six Months.

10th.—The Examinations will be conducted principally by printed papers, to which written answers shall be given; but the Examiners shall also be at liberty to add such *vivâ voce* Examination on the subjects of the written paper, and to call for such demonstrations and experiments as they may deem necessary.

11th.—The above regulations will be binding on all Students commencing their Medical Studies on or after the 1st October, 1852; but Students already engaged in their Medical Studies are at liberty either to complete their Courses according to the Ordinance of 30th June, 1850, or according to the present Ordinance.

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* NOTE.—The 25th of November in each year, is the last day of entering for the Six Months' Courses of Lectures in the above Curriculum. All the Lectures are recognised by the Queen's University in Ireland, by the Universities of London, Glasgow, Aberdeen, and St. Andrew's; the Colleges of Surgeons of Dublin, Edinburgh, and London; by the Apothecaries' Companies, by the Army, Navy, and East India Medical Boards, &c., &c.

Appendix A.

General Regulations of College, &c.

FACULTY OF LAW.

LECTURES.

The complete Course for each Class consists of Twenty-four Lectures, by the Professor of English Law, in each Collegiate Session, which Lectures are delivered in the interval between the close of the Michaelmas Law Term and the Christmas recess, in the Second Collegiate Term, commencing in the Month of February, and in the interval between Easter and Trinity Law Terms. And of Twenty-four Lectures in each course of the first two years, and Twelve in that of the fourth year, by the Professor of Jurisprudence, which are delivered in the Months of December, February, and March.

DEGREES IN LAW.

Candidates for the Diploma of Elementary Law must have passed a Matriculation Examination,* and pursued the following

Course of Study for the Diploma of Elementary Law.

First Session—Law of Property and Principles of Conveyancing, Jurisprudence.
Second Session—Equity and Bankruptcy, Civil Law.
Third Session—Common and Criminal Law.

Candidates for the Degree of LL.B. will be admitted to Examination for that Degree from the Queen's University in Ireland, provided they shall have proceeded to the Degree of A.B., and shall have attended the Lectures and passed the Examinations prescribed for the Elementary Course, and shall also have pursued the following

Additional Course of Study for the Degree of LL.B.

Fourth Session—A more extended Course of Study in the subjects appointed for the Diploma—The Law of Evidence and Pleading in the Courts of Common Law and Equity—Medical Jurisprudence—Constitutional, Colonial, and International Law.

Students who have obtained the Degree of LL.B. will, at the expiration of three years after they have obtained the Degree, be admitted to the Examination for the Degree of LL.D.

SCHOLARSHIPS.

The Examinations for Scholarships will commence on Tuesday, the 18th of October.† The College Council are empowered to confer, at these Examinations, Ten Senior Scholarships of the value of £40 each, and Forty-five Junior Scholarships, viz.:—Fifteen in Literature, and Fifteen in Science, of the value of £24 each; Six in Medicine, Three in Law, and Two in Civil Engineering, of the value of £20 each; and Four in Agriculture, of the value of £15 each—and if competent Candidates present themselves, these Scholarships will be awarded to

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* NOTE.—It will be sufficient for such Candidates to have passed this Examination at *any* time previous to applying for the Diploma. By the Act of Parliament, 14 and 15 Vic. cap. 88, it is provided, that every person who, as a Matriculated or Non-Matriculated Student, shall have attended the prescribed Lectures, and passed the prescribed Examinations of the Professors of the Faculty of Law for two Collegiate years, and who shall have duly served as an apprentice or clerk by contract in writing, duly stamped at or before the signing thereof, or within six months after, for the term of four years, shall, at any time after the expiration of five years from the commencement of such attendance on Lectures, or of such a period of service, which ever shall first happen, be qualified to be admitted as an Attorney or Solicitor as fully and effectually as any person having been bound, and having served five years is now qualified to be admitted. See also the same Act for the privileges extended to Graduates of the Queen's University, respecting admission to the profession of Attorney or Solicitor.

† See Programme of Scholarship Examinations.

Appendix A. — General Regulations of College, &c.

the most deserving. The Scholarships are tenable for one year only; but the Scholars of each year are, at its expiration, eligible to become Candidates for the Scholarships of the succeeding year. A Scholarship, however, of the same year in the same Faculty, cannot be held twice by the same Student.

The Scholarships of the first year are open to all Students of the respective Faculties who have passed the Matriculation Examination. Those of the second, third, and fourth years are open to all Students who have passed the Examinations, and attended the Lectures prescribed in the preceding part of their Course of Study.

If any Student be placed, at the Examination for Junior Literary and Science Scholarships, first on both the lists of Candidates, he will be entitled to a Scholarship of each Division; but in no other case will the same Student be permitted to hold two Scholarships.

No Student is entitled to become a Candidate for a Scholarship until he shall have paid the College and Class *Fees for the current Session.*

The Scholarship endowment is paid by Quarterly Instalments, and its tenure is dependent on the Scholar's performance (so far as required by the Council) of the duties prescribed by the Statutes. These duties are to take charge of the Class-Rolls, to Register the attendance of the Students, to assist the Professor, &c.

If the Scholar be not obedient to the orders of the Council, he removed from the College, or, by non-attendance on Lectures, fail to keep the terms required for promotion, he forfeits his Scholarship.

The Scholar in the Faculty of Medicine must attend during the year of his appointment the classes recommended for his year of study in the order of the following Curriculum:—

FIRST YEAR.
Anatomy and Physiology.
Chemistry.
French or German.
Natural Philosophy.
Zoology and Botany.

SECOND YEAR.
Anatomy and Physiology.
Materia Medica.
Practical Anatomy.
Practical Chemistry.

THIRD YEAR.
Surgery.
Midwifery.
Practical Anatomy.
Clinical Surgery.

FOURTH YEAR.
Practice of Medicine.
Medical Jurisprudence.
Clinical Medicine.

Junior Scholarships.

Subjects of Examination for Literary Scholarships of the First Year.

The Greek Language:

Homer—The Iliad, Books I., II., III., IV., V., VI.
Euripides—The Medea.
Herodotus—The Second Book.
Xenophon—The Anabasis, Books I., II., III.
Lucian—Walker's Selections.
Greek Prose—Re-translation of short sentences from English into Greek.

The Latin Language:

Virgil—First Six Books of the Æneid, the Georgics.
Horace—First Two Books of the Odes, the Satires, and the Epistles, Books I., II.
Cicero—De Senectute and De Amicitiâ.
Sallust—Conspiracy of Catiline, and Jugurthine War.
Cæsar—The Gallic War, Books V., VI.
Latin Prose—Re-translation from English into Latin, of portions of Cicero.
N.B.—The Examination in Greek and Latin will be conducted partly *vivâ voce*, and partly by printed questions.

The English Language:

Original Essays on subjects proposed by the Examiner.

Appendix A.
General Regulations of College, &c.

History and Geography:

Grecian History to the Death of Alexander the Great.
Roman History to the Accession of Augustus.
Outlines of Ancient and Modern Geography.

Subjects of Examination for Literary Scholarships of the Second Year.

The Greek Language:*

Homer—Iliad, Books XX. to XXIV. inclusive.
Herodotus—Book I.
Æschylus—Prometheus Vinctus.
Thucydides—Book I.
Composition in prose and verse.

The Latin Language:

Virgil—Eclogues and Æneid.
Horace—Odes, Satires and Epistles.
Terence—Phormio.
Cicero—Tusculan Disputations.
De Oratore.
Juvenal—Satires, I., III., VIII., XIII., XIV.
Sallust—Jugurthine War.
Livy—Book IV.
Tacitus—Histories, Book I.
Composition in prose and verse.

The English Language:

Spalding's History of English Literature. **Part I. and II.**
Shakespeare's Julius Cæsar.

The French Language:

Bossuet—Oraisons Funèbres.
Lafontaine—Fables.
Barthe—Histoire de la Littérature Français.
Translation from English into French.

Subjects of Examination for Literary Scholarships of the Third Year.

The Greek Language:*

Homer—Odyssey, Books XVI. to XVIII. inclusive.
Sophocles—Antigone.
Euripides—Orestes.
Plato—Apology and Crito.
Thucydides—Book II.
Herodotus—Book I.
Composition in prose and verse.

The Latin Language:

Virgil—Eclogues, Georgics, and Æneid.
Horace—Odes, Satires, and Epistles.
Cicero—Tusculan Disputations.
Actiones Verrinæ.
De Oratore.
Terence—Adelphi and Phormio.
Juvenal—Satires, I., III., VIII., X., XIII., XIV.
Livy—Book IV.
Tacitus—Annals, Book I.
Histories, Book I.
Composition in prose and verse.

The English Language:

Spalding's History of English Literature. Part Third.
Hallam's Middle Ages. Chapter I. and II.
Shakespeare's Macbeth and Hamlet.

The French Language:

Translation from English into French.
Questions on French Literature.

Subjects of Examination for Science Scholarships of the First Year.

Arithmetic:

Mensuration of rectilineal figures and of the circle.

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* One passage will be set, not included in the specified portions of the authors.

Appendix A.

General Regulations of College, &c.

Algebra:

The Solution of Simple and Quadratic Equations with one or more unknown quantities. Easy questions in the application of Algebra to Geometry. Arithmetical and Geometrical Progressions. The nature of Logarithms.

Euclid:

Books I., II., III., and IV., with deductions.

Trigonometry:

Definitions of the Sine, Tangent, &c., of an angle. The easier analytical formulæ. The Solution of Plane Triangles, with demonstrations. Nature and Use of the Tables.

Subjects of Examination for Science Scholarships of the Second Year.

The Higher Arithmetic:

Mensuration, with formulæ:

Algebra:

The Solution of Equations with one or more unknown quantities. Elimination. Theory and use of Logarithms. Theory of Equations. Binomial and Exponential Theorems. Compound Interest and Annuities.

Geometry:

Euclid, Books I., II., III., IV., VI., with deductions. Application of Algebra to Geometry. Conic Sections.

Trigonometry:

The Solution of Plane Triangles, with demonstrations of the formulæ. Theorems relating to single arcs. Theorems relating to the sums and differences of arcs. Application to heights and distances. Elements of Spherical Trigonometry.

Subjects of Examination for Science Scholarships of the Third Year.

Logic:

Scholastic Logic. The Theory of Hypothetical Syllogisms and of Inductions, and the New Analytic of Logical Forms, as contained in the works of Mill, Whately, Thompson, and Baynes.

Mathematics:

Algebra—Theory of Equations and Methods of Approximation. Elimination. Summation of series. Binomial and Exponential Theorems. Scales of Notation, &c.

Trigonometry—Plane and Spherical, with Astronomical applications.

Analytical Geometry.

Differential Calculus, involving demonstrations of the rules for differentiating Algebraic, Circular, and Exponential Functions, founded upon a clear statement of the nature of Limits and Definition of a Differential co-efficient. Taylor's and Maclaurin's Theorems. Maxima and Minima. Criteria of the same, with proofs. Equations of Tangent, Normal, Evolute, &c.

Integral Calculus, including more particularly Rational Fractions, Binomial Differentials, Areas of Curves, Rectification of Curves, Cubature of Solids of Revolution.

Chemistry:

Laws of Combination and Affinity. Constitution and Properties of Inorganic and Organic Bodies treated during the course. Organic Analysis. Principal Theories of Organic Chemistry.

Zoology and Botany:

The Lectures of the Professor for the preceding year.

Subjects of Examination for Engineering Scholarships of the First Year.

Arithmetic:	As for Science Scholarships of the First Year.
Mensuration:	
Algebra:	
Euclid:	
Trigonometry:	

Appendix A.

General Regulations of College, &c.

Subjects of Examination for Engineering Scholarships of the Second Year.

Mathematics:

The same as for Science Scholarships of the Second Year.

Mineralogy, Geology, and Physical Geography:

Form, structure, physical and chemical characters of Minerals. Description of the more important simple Minerals. General structure of the Earth; its form, density, and internal temperature. Cause of geological phenomena. Classification of Rocks; Veins, Volcanos, Earthquakes, Elevation of Land and Mountain Chains. Application of Mineralogy and Geology to Engineering—as Mines, Building Materials, &c.

Application of Physics, Geology, and Natural History, to the general condition of the Globe.

Chemistry:

Laws of Combination and Affinity—Preparation and Properties of the Chief Inorganic Substances—Metallurgic Operations—Mortars and Cements.

Surveying and Engineering:

Descriptive Geometry and Projection—Surveying, Levelling, Plotting Plans and Sections—Uses of Instruments in Engineering Field Work.

N. B.—Quickness and accuracy in drawing, readiness and facility in practical operations, will be required from the Candidates.

Subjects of Examination for Agricultural Scholarships of the First Year.

The English Language:

Grammar and Composition.

Mathematics:

Vulgar and Decimal Fractions, Involution and Evolution, Proportion and Interest, Mensuration.

Geography:

Outlines of Modern Geography.

Book-keeping:

Subjects of Examination for Agricultural Scholarships of the Second Year.

Chemistry:

Laws of Combination and Affinity—Chemical History of the Constituents of Soils, Plants and Manures, Chemical Problems of the Nutrition of Plants and Animals.

Natural Philosophy:

Principles of Statics and Dynamics—Hydraulics and Pneumatics—Applications to the Theory of Farm Operations, Buildings and Instruments.

Zoology and Botany:

The Lectures of the Professor for the preceding year.

Theory of Agriculture:

Principles of Nutrition, and Growth of Cultivated Plants—Agricultural Botany—Classification and Properties of Soils and Manures—Meteorology in relation to Agriculture.

Subjects of Examination for Medical Scholarships of the First Year.

The Scholarships of the First year in the Faculty of Medicine will be awarded thus:—One to the Candidate who shall have most distinguished himself at the Examination in the course prescribed for Science Scholarships of the First year in Arts, and one to the Candidate who shall have most distinguished himself at the Examination in the course prescribed for Literary Scholarships of the First year in Arts. Candidates for these Scholarships shall have previously declared themselves, and have Matriculated as Medical Students. It is left to their option for which of them they will compete.

Subjects of Examination for Medical Scholarships of the Second Year.

Anatomy and Physiology. | General Physics.
Chemistry. | Zoology and Botany.
The French Language.

Appendix A.

General Regulations of College, &c.

Subjects of Examination for Medical Scholarships of the Third Year.

Anatomy and Physiology.
Practical Anatomy.
Materia Medica.
Practical Chemistry.

Law Scholarships.

Examination by the Professor of Jurisprudence.

First Year:

Reddie's Inquiries in the Science of Law.
Lord Bacon's Tract on Universal Justice, by D. C. Heron.
Adam Smith's Wealth of Nations—Book III.

Second Year:

Sources of the Roman Civil Law, by William Grapel, with the Lectures of the Professor, and subjects prescribed for examination in the first year.

Third Year:

The Institutes of Justinian, by Thomas Collett Sandars, and the Lectures of the Professor, and subjects prescribed for examination in the first and second year.

Fourth Year:

Hallam's Constitutional History.

Examination by the Professor of English Law.

First Year:

Williams—Principles of the Law of Real Property.

Second Year:

The Lectures of the Professor for the preceding years.
Smith—Manual of Equity Jurisprudence.
Williams—Principles of the Law of Personal Property.
Smith—On Contracts.

Third Year:

The Lectures of the Professor for the preceding years.
Smith—Leading cases on branches of the Law.
Storey—Equity Jurisprudence.

The Lectures to the Law Students are delivered in the months of December, February, and March, twenty-four lectures in each course of the first two years, and twelve in that of the fourth year, by the Professor of Jurisprudence.

Senior Scholarships.

The Seven Senior Scholarships appropriated to the Faculty of Arts will be conferred, by examination, on the most distinguished Students who shall have proceeded to the Degree of A.B. in the Queen's University, for proficiency in Special Departments of Study, viz.:—One Scholarship in the Greek and Latin Languages, and Ancient History; One in Modern Languages, and Modern History; One in Mathematics; One in Natural Philosophy; One in Metaphysics and Economical Science; One in Chemistry; and one in Natural History.

The Two Senior Scholarships appropriated to the Faculty of Medicine will be awarded, by examination, to the most distinguished Students who shall have completed in some one of the Queen's Colleges the Course of Study of the first, second, and third years prescribed to Candidates for the Degree of M.D. in the Queen's University, for proficiency in Special Departments of Study, viz.:—One Scholarship in Anatomy and Physiology; and One in Therapeutics and Pathology.

The Senior Law Scholarship will be awarded to the most distinguished Student who shall have proceeded in the Course of Arts to the Degree of A.B., and who shall have completed the Course of Legal Study prescribed to Candidates for the Degree of LL.D.

Subjects of Examination for the Senior Scholarship in the Greek and Latin Languages, and Ancient History.

The Greek Language:

Plato—The Timæus.
Æschines—Against Ctesiphon, Demosthenes—On the Crown.
Together with the Subjects for the Honor Examination at the University.
Composition in Attic Prose and Iambic Verse.

The Latin Language:

Virgil. Horace.
Lucretius—Books V., VI.
Juvenal—Satires I., III., X., XIV.
Persius—
Plautus—Capteivei and Trinummus.
Terence—Phormio and Andria.

Cicero—De Oratore.
Tusculan Disputations.
Ad Atticum, Books III. to VI.
Actiones Verrinæ.
Livy—Books XXI. and XXIII.
Tacitus—The Histories.

Composition in Prose and Verse.

For Senior Scholarship in Modern Languages and History.

The French Language:

Corneille—Le Cid; Cinna.
Mignet—Histoire de la Revolution Française.
Histoire de la Littérature Française, par Barthe ou Nisard.

The German Language:

National Literature, Von A. F. Vilmar.
Schiller's Maria Stuart.
Göethe's Ephigenie.
History—Hallam's Middle Ages.

The Italian Language:

Tasso—Gerusalemme Liberata—First Five Cantos.
Dante's Inferno—Italian Literature, published by Messrs. Chambers.
Translation from English into French, German, or Italian.

For the Senior Scholarships in Mathematics.

The subjects of previous Examinations (for which see pages 19–20) with the following additions, viz.:

Analytical Geometry of Three Dimensions.
The Easier Differential Equations.

For the Senior Scholarship in Natural Philosophy.

Duhamel—Mécanique, Volume I.
Brinkley—Elements of Astronomy, including the Appendix.
Lloyd—Treatise on Light and Vision.

For the Senior Scholarship in Metaphysics and Economical Science.

The subjects discussed in the Lectures of the Professors, with the following additions:

Metaphysics:

Sir William Hamilton's Philosophical Essays and Notes on Reid.
Mill—System of Logic, Book III. to end of Volume I.

Jurisprudence and Political Economy:

Principles of Political Economy, by John Stuart Mill.

For the Senior Scholarships in Chemistry.

Stœchiometry, and the general doctrines of Theoretical Chemistry:

The Laws of Combination—Atomic Theory—Relation between the Atomic Weight and the Volume of Bodies.
Relation between the external form and Chemical constitution of Bodies—Isomorphism, Dimorphism, Amorphism, Allotropy, Isomerism, Polymerism, Metamerism.
Atomic constitution of Compounds—Theories of Acids and Salts.
Determination of the equivalent of Bodies—Stœchiometrical calculations.

Inorganic Chemistry:

Preparation and Properties of the Chief Metallic and Non-Metallic Substances and their Compounds.
Metallurgy of Iron, Zinc, Lead, Copper, Tin, Mercury, Gold, Silver.

Organic Chemistry:

Principles of Organic Analysis—Determination of the formulæ of Organic Compounds—Theories of Compound Radicals and Types—Doctrine of Substitution, Homologous Series, Conjugated Compounds.
Preparation and Properties of the Compounds of the Radicals, Cyanogen, Ferrocyanogen, Methyle, Formyle, Acetyle, Amyle.

For Senior Scholarship in Natural History.

The Lectures of the Professor.
Milne Edwards—Cours Elèmentaires d' Histoire Naturelle.
Henfrey—Elementary Course of Botany.
Carpenter—Principles of Comparative Physiology. Chaps. I., II., and XI.
Somerville—Physical Geography.
Lyell—Principles of Geology. Book III.

For the Senior Scholarship in Anatomy and Physiology.

All branches of Anatomy and Physiology.
N.B.—Students will be expected to make Dissections, and give explanations of the parts dissected.

For the Senior Scholarship in Therapeutics and Pathology.

The general Actions of Drugs in health and disease, with their special applications and mode of administration.
Pathology, general and special.
Morbid Anatomy.

For the Senior Scholarship in Law.

The Lectures of the Professors for the preceding years.
Sugden—The Law of Vendors and Purchasers.
Furlong—Law of Landlord and Tenant.
Taylor—Treatise on the Law of Evidence.
Stephen—Treatise on the Principles of Pleading.

TABLE OF HOURS OF LECTURE.

NAME OF THE CLASS.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
Senior Greek,	9	–	10	–	9	–
Junior Greek,	10	–	9	10	10	–
Extra Greek,	–	9	–	–	–	–
Senior Latin,	10	–	9	–	10	–
Junior Latin,	9	10	10	10	–	–
Extra Latin,	–	11	–	11	–	–
English Language,	–	11	–	11	–	10
English Literature,	–	12	–	12	–	11
French (Faculty of Arts),	1	–	1	–	1	–
French (Faculty of Medicine),	12	–	12	–	12	–
French (Extra),	–	2	–	2	–	–
German,	2	–	2	–	2	–
Italian,	–	12	–	12	–	–
Celtic Languages,	12	–	12	–	12	–
Logic,	–	2	–	2	–	9
Metaphysics,	–	1	–	1	–	10
Political Economy and Jurisprudence,	–	11	11	11	11	–
Senior Mathematics,	2	–	2	–	2	–
Junior Mathematics,	12	–	12	–	12	–
Extra Mathematics,	3	–	3	–	3	–
Mathematical Physics,	–	1	–	1	–	1
Experimental Physics,	10	11	10	11	10	–
Engineering Physics,	12	–	12	–	12	–
Senior Mathematical Physics,	9	–	9	–	9	–
History,	1	–	1	–	1	–

General Regulations of College, &c.

TABLE OF HOURS OF LECTURE—*continued.*

NAME OF THE CLASS.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
Chemistry,	11	–	11	–	11	–
Practical Chemistry,	2	3	2	3	–	–
Zoology and Botany,	3	–	3	–	3	–
History and Diseases of Farm Animals,	–	9	–	9	–	9
Physical Geography (Faculty of Arts),	10	–	–	–	10	–
Geology and Mineralogy,	1	–	1	–	1	–
Senior Engineering,	–	10	–	10	–	10
Junior Engineering,	10	–	10	–	10	–
Drawing, (10 till 2)	–	10	–	10	–	10
Senior Agriculture,	–	10	–	10	–	10
Junior Agriculture,	–	1	–	1	–	1
Anatomy and Physiology,	1	1	1	1	1	–
Practical Anatomy,	12	12	12	12	12	–
Practice of Medicine,	–	3	–	3	–	3
Practice of Surgery,	3	–	3	–	3	–
Materia Medica,	–	2	–	2	2	–
Midwifery,	4	–	4	–	4	–
Medical Jurisprudence,	–	2	–	2	2	–
English Law (1st year),	–	11	11	11	11	–
English Law (2nd year),	–	3	3	3	3	–
English Law (3rd year),	–	9	9	9	9	–
English Law (4th year),	–	12	12	12	12	–
Jurisprudence,	–	1	1	1	1	–
Civil Law,	–	4	4	4	4	–
Constitutional, Colonial, and International Law,	–	10	10	10	10	–

TABLE OF CLASS FEES.

	£	s.	d.
The Greek Language (Junior Class),	2	0	0
The Greek Language (Senior Class),	0	10	0
The Latin Language (Junior Class),	2	0	0
The Latin Language (Senior Class),	0	10	0
The English Language,	1	10	0
English Literature and History,	1	0	0
The Modern Languages,	2	0	0
The Celtic Languages,	2	0	0
Logic,	1	0	0
Metaphysics,	1	10	0
Political Economy and Jurisprudence (Faculty of Arts),	1	10	0
Mathematics (Junior Class),	2	0	0
Mathematics (Senior Class),	0	10	0
Natural Philosophy (Faculty of Arts),	2	10	0
Natural Philosophy (Faculty of Medicine, and Department of Agriculture),	1	10	0
Natural Philosophy (Department of Engineering),	3	0	0
Zoology and Botany, and Physical Geography (Faculty of Arts),	2	0	0
Zoology and Botany (Department of Agriculture),	1	10	0
Botany (Faculty of Medicine),	1	10	0
History and Diseases of Farm Animals,	1	10	0
Chemistry (Faculty of Arts and *Medicine),	2	0	0
Chemistry (Department of Agriculture),	1	10	0
Practical Chemistry,	3	0	0
Geology and Mineralogy (Department of Engineering),	2	0	0
Geology and Mineralogy (Department of Agriculture),	1	10	0
Surveying and Mapping (Department of Engineering),	2	0	0
Surveying and Mapping (Department of Agriculture),	1	10	0
Civil Engineering,	2	0	0
Drawing,	1	10	0
Theory of Agriculture,	1	10	0
Practice of Agriculture,	1	10	0
Anatomy and Physiology (First Course),	3	0	0

* Each subsequent course, £1.

Appendix A.

General Regulations of College, &c.

TABLE OF CLASS FEES—*continued.*

	£	s.	d.
Anatomy and Physiology (Each subsequent Course),	2	0	0
Practical Anatomy,	3	0	0
*Practice of Medicine,	2	0	0
*Practice of Surgery,	2	0	0
*Materia Medica,	2	0	0
*Medical Jurisprudence,	2	0	0
*Midwifery,	2	0	0
Special Course of Instruction in Operative Surgery,	3	0	0
The Law of Property, &c.,	2	0	0
Jurisprudence (Faculty of Law),	2	0	0
Equity and Bankruptcy,	2	0	0
Civil Law,	2	0	0
Common and Criminal Law,	2	0	0
Law of Evidence and Pleading,	2	0	0
Constitutional, Colonial, and International Law,	2	0	0

TABLE OF FEES PAYABLE BY MATRICULATED STUDENTS.

	First Year.	Second Year.	Third Year.	Fourth Year.
FACULTY OF ARTS.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
College Fees,	0 10 0	0 5 0	0 5 0	0 5 0
Class Fees, 1st instalment,	4 15 0	3 5 0	2 10 0	1 0 0
Class Fees, 2nd do.,	4 15 0	3 5 0	2 10 0	1 0 0
Total,	10 0 0	6 15 0	5 5 0	2 5 0
Department of Civil Engineering.				
College Fees,	0 10 0	0 5 0	–	–
Class Fees,	9 10 0	7 0 0	–	–
Total,	10 0 0	7 5 0	–	–
Department of Agriculture.				
College Fees,	0 10 0	0 5 0	–	–
Class Fees,	6 0 0	6 0 0	–	–
Total,	6 10 0	6 5 0	–	–
FACULTY OF MEDICINE.				
College Fees,	0 10 0	0 5 0	0 5 0	0 5 0
Class Fees,	10 0 0	10 0 0	†7 0 0	†4 0 0
Total,	10 10 0	10 5 0	7 5 0	4 5 0
FACULTY OF LAW.				
College Fees,	0 10 0	0 5 0	0 5 0	0 5 0
Class Fees,	4 0 0	4 0 0	4 0 0	4 0 0
Total,	4 10 0	4 5 0	4 5 0	4 5 0

FEES PAYABLE BY NON-MATRICULATED STUDENTS.

For each of the Sessional courses, except *Logic*, *Metaphysics*, *Political Economy and Jurisprudence*, *Anatomy and Physiology*, *Practical Anatomy* and *Practical Chemistry*, Non-Matriculated Students pay a College Fee of Five Shillings, and a Class Fee of Two Pounds; for each of the excepted courses,

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* Each subsequent course, £1.

† The Clinical Course not included.

Appendix A.

General Regulations of College, &c.

and, in the Faculty of Medicine, for each second and subsequent course they pay, along with the College Fee of Five Shillings, the same *Class Fees* as Matriculated Students.*

ANALYTICAL CHEMISTRY.

The Chemical Laboratory is open daily, except on Saturdays, from 10 to 4 o'clock, under the superintendence of the Professor, for Students desirous of prosecuting an extended course of Qualitative and Quantitative Analysis, and for the purpose of original investigation in connexion with the Arts, or in the higher departments of Scientific Chemistry. The fees, exclusive of the expenses of materials and apparatus, is—

	£	s.	*d.*
For a period of two months and a-half, five days a-week, . . .	5	0	0
For the same period, four days a-week, .	4	4	0
For the same period, three days a-week, .	3	10	0
For one month, daily, . . .	3	3	0

PROGRAMME OF THE TIMES AND SUBJECTS OF THE SCHOLARSHIP EXAMINATIONS FOR THE SESSION 1859–60.

Examination Days.	From 9 to 12 o'clock, Noon.	From 2 to 5 o'clock, P.M.
18th October, 1859.	Natural Philosophy, Pathology.	Zoology and Botany, Physical Geography, Mineralogy and Geology, Materia Medica, Therapeutics.
19th October, ,,	Mathematics.	Mathematics.
20th October, ,,	Modern Languages, Logic, Metaphysics, Theory of Agriculture.	English Language, English Literature, History, Chemistry.
21st October, ,,	Greek, Surveying, &c., Anatomy and Physiology, Political Economy, Jurisprudence, Civil Law.	Latin, Surveying, &c., Practical Anatomy, English Law.
22nd October, ,,	Latin.	Greek, Practical Chemistry.

**Hospital Attendance.*—Clinical Lectures on Medicine and Surgery, are delivered at the North and South Infirmaries, by the Physicians and Surgeons of those Institutions.

Fee for twelve months, ... £8 8 0
Fee for six months, ... 5 0 0

Practical Pharmacy at the same Infirmaries.

Fee for three months, ... 3 0 0

Clinical Midwifery at the Lying-in Hospital, with Practical Attendance upon Thirty Midwifery cases.

Fee for six months, ... £3 3 0

Further information may be had from the Medical Officers at the Infirmaries.

Appendix A.

General Regulations of College, &c.

APPENDIX.

Outlines of the Courses of Lectures delivered by the Professors of the Faculty of Arts.

LITERARY DIVISION OF THE FACULTY OF ARTS.

Dean—WILLIAM RUSHTON, A.M.

In Greek and Latin the classification of the Students is irrespective of their Collegiate standing; those of the First and Second years being distributed between two classes according to their proficiency. There is also in each of these Departments an Extra Class, the attendance on which is voluntary, and which consists generally of those Students who propose to become Candidates for Degree of A.M. or Classical Honors in the Queen's University, or for appointments in the Civil Service of the East India Company.

Both the Extra and Ordinary Classes are open to Non-Matriculated Students, *i.e.* to gentlemen who have not yet commenced their Undergraduate course, or who do not intend to take *Degrees in Arts.*

THE GREEK LANGUAGE.

Professor, JOHN RYALL, LL.D.

Junior Class, Monday, Friday, 10–11; Wednesday, Thursday, 9–10 A.M.
Senior Class, Monday, Friday, 2–10; Wednesday and Thursday, 10–11 A.M.
Extra Class, Tuesday, 9 A.M.
Jnnior Class, Xenophon, Anababis, Book III.—Hom, Iliad, Book III.
Senior Class, Homer, Odyssey, Book XV., s. 9.—Plato, Apology and Crito.
Extra Class, Plato, Georgias.—Pindar, Pythia.—Æschylus, Agamemnon.
Exercises in Prose and Verse, according to the proficiency of the Students. The books employed are, "Arnold's Introduction to Greek Prose Composition," and "Beatson's Progressive Exercises on the Composition of Greek Iambic Verse."

Fee payable by Matriculated Students for the Undergraduate Course, £2 10*s.*
Fee payable by Non-Matriculated Students for each Sessional Course, £2.

THE LATIN LANGUAGE.

Professor, BUNNELL LEWIS, A.M.

Senior Class, Monday, 10 A.M., Wednesday, 9 A.M., Friday, 10 A.M.
Cicero, Tusculan Disputations, Book II.
Juvenal, Satires, I., III., VIII., X., XIII., XIV.
Junior Class, Monday, 9 A.M., Tuesday, 10 A.M., Wednesday, 10 A.M., Thursday, 10 A.M.
Livy, Book IV.
Horace, Odes, Book III. and IV.
Exercises in both Cases chiefly from Arnold's Introduction to Latin Composition.

Fee for the whole Undergraduate Course, £2 10*s.*
Fee payable by Non-Matriculated Students for each Sessional Course, £2.

Extra Class, Tuesday and Thursday, 11 A.M.
Terence Phormio.
Cicero, De Oratore, Book I.

In this Class special attention is paid to original Latin Composition, and to translation from English Authors into Latin. Fee, £2.

MODERN HISTORY, ENGLISH LITERATURE, AND THE HISTORY OF THE ENGLISH LANGUAGE.

Professor, WILLIAM RUSHTON, A.M.

1st Term.—Modern History, Monday, Wednesday, Friday, at 1 P.M.
2nd Term.—English Literature, Tuesday, Thursday, at 12 noon, and Saturday, at 11, A.M.
The History of the English Language, Tuesday, Thursday, 11 to 12 noon, and Saturday, at 10 A.M.

Appendix A.

General Regulations of College, &c.

Modern History:

The Course will include General History from the 5th to the 15th Century, inclusive.

English Literature:

The Course will include the History of English Literature, along with a Critical Examination of its Standard Works from the earliest period up to the present day.

The History of the English Language:

The Lectures in this Course will treat of the History of the English Language, and its relationship to the Anglo-Saxon, along with its kindred tongues and dialects. In subservience to this arrangement the more remarkable stages through which the Anglo-Saxon passed into Semi-Saxon, the Semi-Saxon into Old English, and the Old English into Modern English, will be analyzed and explained Historically and Philologically.

Composition:

English Composition will, at stated periods, be required from the Students.

Fee payable by Matriculated Students for the Undergraduate Course, £2 10*s.*
Fee payable by Non-Matriculated Students for each Sessional Course, £2.

MODERN LANGUAGES.

Professor, R. DE VERICOUR, D. ES. L.

Senior French Class (Medical) Mondays, Wednesdays, Fridays, 12–1 P.M.
Junior French Class (Arts) Mondays, Wednesdays, Fridays, 1–2 P.M.
Italian Class, Mondays, Wednesdays, Fridays, 2–3 P.M.
German Language, Tuesdays and Fridays, 2–3 P.M.

Senior French—Eloges des membres de l'Académie de Médicine, par Pariset. Extracts from Bichat, Andral, Lallamand. Weekly Lectures on the Grammar and Idioms.

Junior French—Bossnet's Oraisons Funèbres. Fables de Lafontaine, Racine's Athalie, and Estber. Histoire de la Revolution Française, par Mignet. Barthe's Histoire de la Littérature Française. Extracts from Villemain, Châteanbriand, and Lamartine. Weekly Lectures on the Grammar and Idioms.

Italian—Silvio Pellico. Tasso. Extracts from Macchiavelli, Guicciardini, Davila, Manzoni. Weekly Lectures.

German—Göethe's Ballads and Egmont. Schiller's Wilhelm Tell. National Literatur, Von A. F. Vilmar. Weekly Lectures.

SPECIAL COURSE NOT REQUIRED FOR A DEGREE. CELTIC LANGUAGES.

Professor, OWEN CONNELLAN, Esq.

Subject—I. The Celtic Family of Languages, and its existing derivations, the Erse or Gaelic, Manx, Welch, Armorican, and Hiberno-Celtic. The Ogham Alphabet. The Ancient Literature of Ireland, viz.:—The earlier Bardic Compositions, the Ossianic Poems and Fenian Legends; View of the Contemporaneous state of Society in Ireland.*

,, II. The Irish Language as now extant, its Grammar, Vocabulary, and Dialects. In this part of the course, the Student will be taught to speak and write the language grammatically.

Fee for each Sessional Course, £2.

SCIENCE DIVISION OF THE FACULTY OF ARTS.

Dean—JOHN ENGLAND, A.M.

MATHEMATICS.

Professor, G. BOOLE, LL.D.

Students in Mathematics will be divided into two Classes, viz.:—the Junior Class, consisting chiefly of Students of the First Year, and the Senior Class, con-

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* The Lectures will be illustrated by reference to Irish MSS., and such publications on Irish Historical and General Literature as are at present accessible.

Appendix A. — General Regulations of College, &c.

sisting of Students of the Second Year. Each or both of these Courses will, if necessary, be subdivided for the purpose of instruction according as may be deemed convenient.

Junior Mathematics,	Monday, Wednesday, and Friday,	12–1, P.M.
Senior Mathematics,	Monday, Wednesday, and Friday,	2–3, P.M.

Subject—I. Fractional and Decimal Arithmetic, the Elements of Euclid, with deductions from the propositions; Algebra, including the Theory and Solution of the Higher Equations; the Binomial and Exponential Theorems, &c. Plane and Spherical Trigonometry, with their principal applications to Mensuration, Geodesy, Astronomy, &c. The Elements of Solid Geometry, and the Conic Sections.

,, II. Analytical Geometry and the Conic Sections, the Differential and Integral Calculus, together with the subjects named in the previous Course, as far as recapitulation may be needed. The special object designed in these Lectures will be to prepare the Students for the pursuit of Mathematical Physics and Astronomy.

⁂ To the Students of each Class, weekly questions will be set, to which written answers will be expected.

N.B.—The above Classes are open to Students *before*, as well as after, Matriculation.

Fee payable by Matriculated Students for the Undergraduate Course, £2 10*s.*
Fee payable by Non-Matriculated Students for each Sessional Course, £2.

LOGIC AND METAPHYSICS.

Professor, GEORGE S. READ, M.A.

2nd Term,	Logic,	Tuesday, Thursday,	12–1, P.M.,	Saturday, 9–10.
1st & 2nd Terms,	Metaphysics,	Do. do.	1–2, P.M.,	Do. 10–11.

Logic.—This Course consists of:—

I.—Lectures, Examinations, and Exercises in Aldrich's Compendium of Logic, occupying the early part of the Term, &c.

II.—A full discussion of Classification, the Theory of Hypothetical Syllogisms and of Induction, and the new Analytic of Logical Forms, as contained in the works of Mill, Whately, Thompson, and Baynes.

Throughout the Course the Students will be expected to familiarize themselves with the reduction of arguments to their strict Logical Form by written exercises, which will be examined by the Professor.

N.B.—Students who are proceeding to the Degree of A.B. may attend at their option, in their Third Year, the Course of Lectures of the Professor of Metaphysics, or the Lectures of the Professor of Jurisprudence and Political Economy.

Metaphysics.—This Course will embrace:—

I.—The Philosophy of the Inductive Sciences, illustrated by reference to Lord Bacon, Whewell, and Mill; and—

II.—The History of Mental Philosophy, comprising—

1st.—The origin, progress, and development of Modern Philosophy anterior to the rise of the Scottish School.

2nd.—A critical examination of the works of the more celebrated writers of that School.

3rd.—A brief review of the present state of Philosophy in the British Islands and on the Continent.

JURISPRUDENCE AND POLITICAL ECONOMY.

Professor, RICHARD HORNER MILLS, A.M.

Jurisprudence.—Nature of the subject and some of its Elementary Principles; with a sketch of the leading changes in the law from the Conquest to the present period.

Political Economy.—The nature and distribution of wealth, the principles which regulate Rents, Profits, and Wages; the Principles of Commerce, of Taxation, of the Funding System, and of Currency and Banking.

Appendix A.

General Regulations of College, &c.

Text Books recommended:—

Adam Smith—Wealth of Nations.
Senior—Political Economy.
Longfield—Political Economy.
Longfield—Lectures on Commerce.
Huskisson—"Question Stated."
Reddie—Inquiries on Science of Law.
Lord Bacon—Tract on Universal Justice, by D. C. Heron.
John Stuart Mill—Political Economy.

The Course consists of Twenty-four Lectures, delivered in the months of December, February, and March; the Students are required in the intervals to prepare the subjects which will be pointed out by the Professor.

CHEMISTRY.

Professor, JOHN BLYTH, M.D.

Monday, Wednesday, and Friday, 11-12, A.M.

The Course is divided into Inorganic and Organic Chemistry.

In the first part are discussed the Laws of Combination and Affinity, Molecular Chemistry and Crystallography, and the History of the Non-Metallic and Metallic substances.

In the Organic portion of the Course will be considered the subjects of Organic Analysis, Organic Series, Compound Radicals and Types, Metamorphoses of Organic Bodies, History of special Animal and Vegetable Bodies.

In treating of the Laws of Chemistry, and the History of Inorganic and Organic Bodies, those points will be chiefly dwelt upon which have a practical bearing in the Arts, Medicine, Engineering, and Agriculture. Thence, during the Course, attention will be directed to the application of Chemistry to Medicine and Physiology, to Metallurgic Operations, Chemical Manufactures, Building Materials, Soils, Manures.

Fee, for each Sessional Course, £2. Each subsequent Course in Medicine, £1.

Analytical Chemistry:

The Chemical Laboratory is open daily, except on Saturdays, from 10 to 4 o'clock, under the superintendence of the Professor, for students desirous of prosecuting an extended course of qualitative and quantitative analysis, and for the purpose of original investigation in connexion with the arts, or in the higher departments of Scientific Chemistry.

Fee, exclusive of the expense of materials and apparatus:

For a period of two months and a half, five days a-week,	£5	0	0
For the same period, four days a-week,	4	4	0
For the same period, three days a-week,	3	10	0
For one month daily,	3	3	0

NATURAL PHILOSOPHY.

Professor, JOHN ENGLAND, A.M.

Experimental Physics (Senior):

Attended by Arts Students of the 3rd year, and Engineering Students of the 2nd year.
Hours of Lecture—10 to 11, on Mondays, Wednesdays, and Fridays.
Text Books—Galbraith and Haughton's Manuals of Mechanics, Hydrostatics, &c., Pouillet, Traite de Physique.

Experimental Physics (Junior):

Attended by Medical and Agricultural Students of the first year.
Days of Lecture—Tuesdays and Thursdays, 11 to 12.
Text Books—Dr. Golding Bird's Natural Philosophy. Ganot, Traite de Physique.

Mathematical Physics:

Optional Course for Arts Students of the 3rd year, Tuesdays, Thursdays, and Saturdays, from 1 to 2.
Text Books—Duhamel's Mecanique, Vol. I., omitting Attractions, and Vol. II., Central Forces. Lloyd's Light and Vision, Part I., omitting Chapters IV. and VII. Part II., Chapters I. and III. Brinkley's Astronomy.

Engineering Physics:

Special Course for Engineering Students of the 2nd year, Mondays, Wednesdays, and Fridays, from 12 to 1, P.M.

Text Books—Tate's Exercises in Mechanics, selections from the works of Moseley, De Pambour, Weisbach, &c.

Senior Mathematical Class (for Candidate Masters):

Monday, Wednesday, Friday, from 9 to 10.

Text Books—Duhamel's Mecanique, complete. Pratt's Mechanical Philosophy, Chapters IV. and V. Brinkley's Astronomy. Lloyd's Light and Vision.

NATURAL HISTORY.

Professor, JOSEPH REAY GREENE, A.B.

Zoology:

Preliminary Explanation of the Nature of the Science and its Sub-divisions. Animal Morphology and Histology. Physiology. General Review of the leading Animal Functions, and the Physico-chemical changes connected with their performance. Psychical endowments of Animal beings. Comparative view of the structure and modes of action of the Nervous System and Organs of Sense in the various groups of Animals. Development of Animal Forms.

Systematic Zoology. Principles of Zoological Classification. Characteristics of the five types of Animal structure. Summary of the several Classes and Orders of the Animal Kingdom. Distribution of Animal Life.

This Course to be illustrated by the specimens contained in the College Museum, by Animals selected from the Fauna of the district, and microscopic preparations.

Text Book—Carpenter's Principles of Comparative Physiology.

Botany:

General Morphology of the Plant. Structure of the Organs of Vegetation and Reproduction. Systematic Botany. The Linnean System; method of studying Plants thereby. The natural system. Botanical demonstrations, including the examination and identification of Native Plants. Physiological Botany. Life History of Plants. Vegetable Histology. Distribution of Vegetable forms.

Text Books—Gray's First Lessons in Botany. Lindley's School Botany. Henfrey's Elementary Course of Botany.

N.B.—A separate Certificate of Attendance on the Botanical Course may be obtained.

Physical Geography (Faculty of Arts):

General view of the Physical Phenomena of the Globe. Geographical distribution of Plants and Animals. Mutual relations of the different varieties of Mankind.

Text Books—Somerville's Physical Geography. Selections from Humboldt's Cosmos (Sabine's Translation).

GEOLOGY AND MINERALOGY.

Professor, ROBERT HARKNESS, F.R.S.L. & E., F.G.S.

Monday, Wednesday, and Friday, 1, P.M.

General Structure of the Earth; the causes at present in operation which modify its surface; Nature of Rocks which enter into composition with the crust of the Globe; description and classification of Sedimentary Deposits; Organic Remains; Physical Geography of the Earth during the several geological epochs; characters and nature of Igneous, Plutonic, and Metamorphic Rocks; Mineral Veins—their contents and mode of occurrence; application of Geology to Engineering, Mining. Agriculture and Land Improvement.

Forms, Structure, Physical and Chemical characters of Minerals; descriptions of the most important simple materials—circumstances and conditions under which they are found.

General Regulations of College, &c.

CIVIL ENGINEERING.

Professor, ALEXANDER JACK, A.M.

Junior Class.—Monday, Wednesday, and Friday, 10–11, A.M.

Subject of Lectures—General Theory and application of the various Instruments required for Engineering Field Work; Surveying and Levelling; Descriptive Geometry; Orthographic and Isometric Projection; Perspective.

Senior Class.—Tuesday, Thursday, and Saturday, 10–11 A.M.

Principles of Architecture; Materials used in construction; Construction of Bridges, Roads, Railways, Canals, &c.; Hydraulic Engineering; Strength of Materials.

Drawing Office—Attended by Junior and Senior Classes.—Tuesday, Thursday, and Saturday, 10 A.M.—2 P.M.

The Junior Class are chiefly employed in drawing the problems given at lectures, and a few easy examples of their application, and in Mapping. The Senior Class in making working drawings of examples of the subjects of lectures.

Practical Instruction in the Field in the use of Surveying Instruments will be given during the Session.

Fee for each Sessional Course in Surveying and Engineering, &c.,	£2 0 0
Drawing,	1 10 0

AGRICULTURE.

Professor, EDMUND MURPHY, A.B.

Subjects of Examination for the Agricultural Scholarships of the Second Year.

Theory of Agriculture—The Organs, Nutritions, Growth, and Products of Agricultural Plants. Agricultural Botany. Constituents of Plants, of Soils, and Agricultural Entomology of Manures. Formation and Classification of Soils. Meteorology in relation to Agriculture.

Subjects of the Sessional Examination in Agriculture at the end of Second Session.

Practice of Agriculture—Agricultural Implements and Machines. On Sheltering, Fencing, Draining and Deepening Land. Culture of Farm Crops. Construction of Farm Buildings. Reclamation and Irrigation of Land. Valuation of Land and Farm Finance.

Text Books in the Theory of Agriculture—Henfry's Structural and Physiological Botany. Johnston's Lectures on Agricultural Chemistry and Geology.

In the Practice of Agriculture—Stephen's Book of the Farm, and Morton's Encyclopœdia.

Subjects of Examination in the History and Diseases of Farm Animals.

Animal Physiology in reference to Farm Animals. The Natural History of Farm Animals. The Breeding, Rearing, and general management of Farm Animals, with their diseases and the ordinary remedies.

SPECIAL PROSPECTUS of COURSES useful in qualifying for COMPETITIVE EXAMINATIONS.

Special Prospectus of Courses for Competitive Examinations.

I.—SPECIAL PROSPECTUS of COURSES of INSTRUCTION given in the COLLEGE which are applicable to the EXAMINATION for the CIVIL SERVICE of the EAST INDIA COMPANY.

Subjects of Examination for the Civil Service of the East India Company.		*Lectures on these Subjects in Queen's College, Cork.*
1. ENGLISH LANGUAGE and LITERATURE:		HISTORY and ENGLISH LANGUAGE—*Professor*, William Rushton, A.M.
a. Composition, Marks,	500	*First Term.*—Modern History; Tuesday, Thursday, Saturday, 11 to 12.
b. English Literature, including that of the Laws and Constitution, Marks,	1,000	*Second Term.*—English Literature; Tuesday and Thursday, 12 to 1; Saturday, 11 to 12.
	1,500	History of the English Language, Tuesday, Thursday, Saturday, 11 to 12. English Composition will, at the stated periods, be required from the students.

Appendix A.

Special Prospectus of Courses for Competitive Examinations.

2. LANGUAGE, LITERATURE, and HISTORY of GREECE: Marks, 750	GREEK—*Professor*, John Ryall, LL.D. Senior Class: Monday, Friday, 9 to 10; Wednesday, 10 to 11. Junior Class: Monday, Friday, 10 to 11; Wednesday, Thursday, 9 to 10. Extra Class: Tuesday, Thursday, 10 to 11.
3. LANGUAGE, LITERATURE, and HISTORY of ROME: Marks, 750	LATIN—*Professor*, Bunnell Lewis, A.M. Senior Class: Monday, Friday, 10 to 11; Wednesday, 9 to 10. Junior Class: Monday, 9 to 10; Tuesday, Wednesday, Thursday, 10 to 11. Extra Class: Tuesday and Thursday, 11 to 12. The Extra Class, both in Latin and Greek, the attendance on which is voluntary, consists generally of those students who propose to become Candidates for the Degree of M.A., or Classical Honors, in the Queen's University, or for appointments in the Civil Service in the East India Company.
4. LANGUAGE, LITERATURE, and HISTORY of FRANCE: Marks, 375	FRENCH—*Professor*, R. De Vericour, D. ES. L. Senior Class: Monday, Wednesday, Friday, 12 to 1. Junior Class: Monday, Wednesday, Friday, 1 to 2.
5. LANGUAGE, LITERATURE, and HISTORY of GERMANY: Marks, 375	GERMAN. Tuesday, Thursday, 2 to 3.
6. LANGUAGE, LITERATURE, and HISTORY of ITALY: Marks, 375	ITALIAN. Monday, Wednesday, and Friday, 2 to 3.
7. MATHEMATICS, Pure and Mixed: Marks, 1,250	MATHEMATICS—*Professor*, George Boole, LL.D. Junior Class: Monday, Wednesday, Friday, 12 to 1. Senior Class: Monday, Wednesday, Friday, 2 to 3. MATHEMATICAL PHYSICS—*Professor*, John England, A.M. Tuesday, Thursday, and Saturday, 1 to 2.
8. NATURAL SCIENCES: that is, Chemistry, Electricity, and Magnetism, Natural History, Geology, and Mineralogy: Marks, 500	CHEMISTRY—*Professor*, Jno. Blyth, M.D. Monday, Wednesday, and Friday, 11 to 12. EXPERIMENTAL PHYSICS (Electricity and Magnetism)—*Professor*, John England, A.M. Monday, Wednesday, and Friday, 10 to 11. NATURAL HISTORY—*Professor*, J. R. Greene. Monday, Wednesday, and Friday, 3 to 4. GEOLOGY and MINERALOGY—*Professor*, Robert Harkness, F.R.S.L. & E., F.G.S. Monday, Wednesday, and Friday, 1 to 2.

9. MORAL SCIENCES: that is, Logic, Mental, Moral, and Political Philosophy:	Marks, 500	LOGIC and METAPHYSICS—*Professor*, G. S. Reade, M.A. Logic: Tuesday, Thursday, 2 to 3; Saturday, 9 to 10. Metaphysics: Tuesday, Thursday, 1 to 2; Saturday, 10 to 11. JURISPRUDENCE and POLITICAL ECONOMY—*Professor*, Richard Horner Mills, A.M.

Appendix A.

Special Prospectus of Courses for Competitive Examinations.

II.—COURSES of INSTRUCTION given in the COLLEGE which are applicable to the EXAMINATION for DIRECT APPOINTMENT to the Advanced or Practical Class of the ROYAL MILITARY ACADEMY at WOOLWICH.

Subjects of Examination for the direct appointments to the Practical Class at Woolwich.		*Lectures on these Subjects in Queen's College, Cork.*
MATHEMATICS (Pure):	Marks, 2,000	*Professor*, George Boole, LL.D. Junior Class: Monday, Wednesday, Friday, 12 to 1. Senior Class: Monday, Wednesday, Friday, 2 to 3.
MATHEMATICS (Mixed):— Statics, Dynamics, Hydrostatics:	Marks, 1,500	*Professor*, J. England, A.M. Tuesday, Thursday, Saturday, 1 to 2 o'clock.
LANGUAGE, LITERATURE, GEOGRAPHY, and HISTORY of ANCIENT ROME:	Marks, 1,000	*Professor*, Bunnell Lewis, A.M. Junior Class: Monday, 9 to 10; Tuesday, Wednesday, Thursday, 10 to 11.
LANGUAGE, LITERATURE, GEOGRAPHY, and HISTORY of ANCIENT GREECE:	Marks, 1,000	*Professor*, John Ryall, LL.D. Junior Class: Monday and Friday, 10 to 11; Wednesday and Thursday, 9 to 10.
LANGUAGE, LITERATURE, and HISTORY of FRANCE:	Marks, 1,000	*Professor*, Raymond de Vericour, D. ES. L. Monday, Wednesday, and Friday, 12 to 3.
And GERMANY:	Marks, 1,000	
ENGLISH LANGUAGE, LITERATURE, COMPOSITION, HISTORY and GEOGRAPHY:	Marks, 1,250	*Professor*, William Rushton, A.M. Tuesday, Thursday, and Saturday, 11 to 12.
EXPERIMENTAL SCIENCES:— Chemistry:	Marks, 1,000	*Professor*, John Blyth, M.D. Monday, Wednesday, and Friday, 11 to 12.
HEAT, ELECTRICITY, including MAGNETISM:		*Professor*, John England, A.M. Monday, Wednesday, and Friday, 10 to 11.
NATURAL SCIENCES:— Mineralogy and Geology:	Marks, 1,000	*Professor*, Robert Harkness, F.R.S.L. and E., F.G.S.

Appendix A. — Special Prospectus of Courses for Competitive Examination.

MORAL SCIENCES:	Marks, 1,000.	*Professor*, G. S. Reade, A.M. Tuesday, Thursday, and Saturday, 12 to 2.
POLITICAL SCIENCES:		*Professor*, R. H. Mills, A.M.
DRAWING, *i.e.*, Elementary Geometrical Drawing, including the use of Drawing Instruments, and either Machinery, Architectural, Engineering, or Landscape:	Marks, 1,000	*Professor*, Alexander Jack, A.M. Monday, Wednesday, and Friday, 10 to 11.

RESIDENCES.

There is no accommodation for the residence of students within the College, but it is provided by the Statutes that every Matriculated Student, being under the age of Twenty-one Years, shall reside, during the College Terms, with his parent or guardian, or with some relation or friend, to whose care he shall have been committed by his parent or guardian, or in one of the undernamed Boarding-houses, licensed by the President of the College, and arranged for the reception of students, who are then placed under the moral care and spiritual charge of the Deans of Residence of their respective creeds.

The Terms for Board and Lodging are generally at the rate of from £30 to £40 a-year.

DEANS OF RESIDENCES.

Church of England,	Rev. George Webster.
Presbyterian Church,	Rev. William Magill.
Wesleyan Communion,	Rev. R. T. Tracy.

LICENSED BOARDING HOUSES.

Mr. Jeremiah Morony's,	9, King-street.
Mrs. Jane Heron's,	14, Hardwick-street.
Mrs. John Martin's,	12, North-mall.
Mr. John O'Sullivan's,	52, South-mall.
Mr. Edward Duke's,	54, Duncan-street.
Mrs. O'Regan's,	Sunday's Well.

For terms, &c., application to be made to the different Proprietors.

N.B.—Letters from persons desiring further information, to be addressed to the Registrar.

Signed,

By Order of the President,

ROBERT JOHN KENNY, *Registrar*.

[APPENDIX B.

APPENDIX B.

Appendix B.

SELECTION of the PRINCIPAL PAPERS of QUESTIONS used at the EXAMINATIONS for SCHOLARSHIPS in QUEEN'S COLLEGE, CORK, Session 1859–60.

Examination Papers for Scholarship Examinations.

LITERARY SCHOLARSHIPS OF THE FIRST YEAR.—GREEK.

Translate:—

(A).

Ὣς ἔφατ'· οὐδ' ἀπίθησεν ἄναξ ἀνδρῶν Ἀγαμέμνων·
αὐτίκα κηρύκεσσι λιγυφθόγγοισι κέλευσε
κηρύσσειν πολεμόνδε καρη κομόωντας Ἀχαιούς.
οἱ μὲν ἐκήρυσσον, τοὶ δ' ἠγείροντο μάλ' ὦκα.
οἱ δ' ἀμφ' Ἀτρείωνα Διοτρεφέες βασιλῆες
θῦνον κρίνοντες· μετὰ δὲ γλαυκῶπις Ἀθήνη.
αἰγίδ' ἔχουσ' ἐρίτιμον ἀγήρων ἀθανάτην τε·
τῆς ἑκατὸν θύσανοι παγχρύσεοι ἠερέθονται
πάντες ἐϋπλεκέες, ἑκατόμβοιος δὲ ἕκαστος.
σὺν τῇ παιφάσσουσα διέσσυτο λαὸν Ἀχαιῶν
ὀτρύνουσ' ἰέναι· ἐν δὲ σθένος ὦρσεν ἑκάστῳ
καρδίῃ, ἄλληκτον πολεμίζειν ἠδὲ μάχεσθαι.
τοῖσι δ' ἄφαρ πόλεμος γλυκίων γένετ' ἠὲ νέεσθαι
ἐν νηυσὶ γλαφυρῇσι φίλην ἐς πατρίδα γαῖαν.

(B).

Ἡ μὲν ἄρ' ὣς εἰποῦσ' ἀπέβη γλαυκῶπις Ἀθήνη.
Τυδείδης δ' ἐξαῦτις ἰὼν προμάχοισιν ἐμίχθη·
καὶ, πρίν περ θυμῷ μεμαὼς Τρώεσσι μάχεσθαι
δὴ τότε μιν τρὶς τόσσον ἕλεν μένος, ὥστε λέοντα,
ὅν ῥά τε ποιμὴν ἀγρῷ ἐπ' εἰροπόκοις ὀΐεσσιν
χραύσῃ μέν τ' αὐλῆς ὑπεράλμενον οὐδὲ δαμάσσῃ·
τοῦ μέν τε σθένος ὦρσεν, ἔπειτα δέ τ' οὐ προσαμύνει,
ἀλλὰ κατὰ σταθμοὺς δύεται, τὰ δ' ἐρῆμα φοβεῖται·
αἱ μέν τ' ἀγχιστῖναι ἐπ' ἀλλήλῃσι κέχυνται,
αὐτὰρ ὁ ἐμμεμαὼς βαθέης ἐξάλλεται αὐλῆς.

(C).

οὐ νυν κατειδον πρωτον ἀλλα πολλακις
τραχειαν ὀργην ὡς ἀμηχανον κακον.
σοι γαρ παρον γην τηνδε και δομους εχειν,
κούφως φερούσῃ κρεισσόνων βουλεύματα,
λόγων ματαίων οὕνεκ' ἐκπεσεῖ χθονός.
κἀμοὶ μὲν οὐδὲν πρᾶγμα· μὴ παύσῃ ποτὲ
λέγουσ' Ἰάσων ὡς κάκιστός ἐστ' ἀνήρ.
ἃ δ' ἐς τυράννους ἐστί σοι λελεγμένα,
πᾶν κέρδος ἡγοῦ ζημιουμένη φυγῇ.
κἀγὼ μὲν ἀεὶ βασιλέων θυμουμένων
ὀργὰς ἀφῄρουν, καί σ' ἐβουλόμην μένειν·
σὺ δ' οὐκ ἀνίεις μωρίας, λέγουσ' ἀεὶ
κακῶς τυράννους· τοιγὰρ ἐκπεσεῖ χθονός.
ὅμως δὲ κἀκ τῶνδ' οὐκ ἀπειρηκὼς φίλοις
ἥκω, τὸ σόν γε προσκοπούμενος, γύναι,
ὡς μήτ' ἀχρήμων ξὺν τέκνοισιν ἔκπέσῃς
μήτ' ἐνδεής του. πόλλ' ἐφέλκεται φυγὴ
κακὰ ξὺν αὐτῇ· καὶ γὰρ εἰ σύ με στυγεῖς,
οὐκ ἂν δυναίμην σοὶ κακῶς φρονεῖν ποτε.

Appendix B.

Examination Papers for Scholarship Examinations.

(D).

ΧΟΡΟΣ.

Ἐρεχθεΐδαι τὸ παλαιὸν ὄλβιοι, στρ. α΄.
καὶ θεῶν παῖδες μακάρων, ἱερᾶς
χώρας ἀπορθήτου τ᾽ ἀποφερβόμενοι
κλεινοτάταν σοφίαν, ἀεὶ διὰ λαμπροτάτου
βαίνοντες ἁβρῶς αἰθέρος, ἔνθα ποθ᾽ ἁγνὰς
ἐννέα Πιερίδας Μούσας λέγουσι
ξανθὰν Ἁρμονίαν φυτεῦσαι·
τοῦ καλλινάου τ᾽ ἀπὸ Κηφισοῦ ῥοὰς ἀντ. α΄.
τὰν Κύπριν κλῄζουσιν ἀφυσσαμέναν
χώραν καταπνεῦσαι μετρίας ἀνέμων
ἡδυπνόους αὔρας· ἀεὶ δ᾽ ἐπιβαλλομέναν
χαίταισιν εὐώδη ῥοδέων πλόκον ἀνθέων
τᾷ σοφίᾳ παρέδρους πέμπειν ἔρωτας,
παντοίας ἀρετᾶς ξυνέργους.

1. Derive the following words in extracts (A) and (B) :—λιγύφθογγος, παιφάσσω, ἐρίτιμος, ἄλληκτος, εἰρόποκος, σταθμός.

2. Explain the following grammatical forms :—κομόωντας, ἀγήρων, διέσσυτο, γλαφυρῇσι, ἕλε, ὀΐεσσι, ὑπεράλμενον, δαμάσσῃ, μίγη.

3. Explain the construction of the first sentence in extract (C); also of the sentences beginning μὴ παύσῃ ποτε, κ. τ. λ.,—ἃ δ᾽ εἰς τυράννους, κ. τ. λ.

4. Point out the Doric forms in extract (D), and state the reason of their admission into the Attic drama.

5. State the principal theories as to the Homeric poems. What is the date usually assigned to Homer?

6. Give a short account of the life and works of Euripides, with the dates of his birth and death.

7. Accentuate the first three lines of extract (C).

Translate into Greek :—

1. "This man said to Cyrus, that if he would give him a thousand cavalry, he would either lie in wait[1] and slay the cavalry who were devastating-by-fire-all-before-them[2], or would take alive many of them."

[1] ἐνεδρεύω (aor. part.) [2] προκατακαίω.

2. That which happened to him *at*[1] the end of his life was a great proof[2], that he was both himself good, and was able to distinguish[3] aright[4] the faithful, and the well-disposed[5], and the steadfast[6].

[1] ἐν. [2] τεκμήριον. [3] κρίνω. [4] ὀρθῶς. [5] εὔνοος. [6] βέβαιος.

3. They remained there three days; and Tissaphernes arrived[1], and the brother of the king's wife and three other Persians; and many slaves followed.

[1] ἥκω.

Translate into English :—

Ὡς δ᾽ ἄρα οἴχεσθαι τὸν Αἰθίοπα ἐξ Αἰγύπτου, ἔλεγον αὖτις τὸν τυφλὸν ἄρχειν ἐκ τῶν ἑλέων ἀπικόμενον, ἔνθα πεντήκοντα ἔτεα νῆσον χώσας σποδῷ τε καὶ γῇ οἴκεε· ὅκως γάρ οἱ φοιτᾶν σῖτον ἄγοντας Αἰγυπτίων ὡς ἑκάστοισι προστετάχθαι σιγῇ τοῦ Αἰθίοπος, ἐς τὴν δωρεὴν κελεύειν σφέας καὶ σποδὸν κομίζειν. ταύτην τὴν νῆσον οὐδεὶς πρότερον ἐδυνάσθη Ἀμυρταίου ἐξευρεῖν, ἀλλὰ ἔτεα ἐπὶ πλέω ἢ ἑπτακόσια οὐκ οἷοί τε ἦσαν αὐτὴν ἀνευρεῖν οἱ πρότεροι γενόμενοι βασιλέες Ἀμυρταίου· οὔνομα δὲ ταύτῃ τῇ νήσῳ Ἐλβὼ, μέγαθος δ᾽ ἐστὶ πάντῃ δέκα σταδίων.

1. Give the *common* forms of the following words:—φοιτέουσι, ἀπικνέονται, ἑώθε, θήκῃσι, ἀκανθέων, κατακεχύαται, διξός, ὁκόσοι, ἔσεαι, ἀποδεδέχαται, and the *Herodotean* forms of ἐπικτῶνται, ὑπανίστανται, οὔτινος, μαντεῖον, οὖν, ποιοῦνται, ἑαυτοῦ: stating the *case*, *mood*, *tense*, &c., of each.

Appendix B.

Examination Papers for Scholarship Examinations.

2. Give a short account, with dates, of the establishment of the Thirty Tyrants in Athens, and of the restoration of the democracy.

3. Describe accurately the geographical positions of the following places:— Platæa, Marathon, Thermopylæ, Thebes, Memphis, Elephantine.

John Ryall, *Professor.*

First Year's Scholarships.—Latin.

1. What are the modern names corresponding to Matrona, Padus, Athesis, Tusculum, Panormns, Præneste?
2. Give the date of the foundation of Rome; the beginning of the second Punic War, and the conspiracy of Catiline.
3. Write out the scheme of the Alcaic metre.
4. What are the perfects and supines of divido, intelligo, mordes, salis?

Re-translate into Latin:—

I have frequently had in my intentions to talk with yon npon the subject of this letter; but a certain awkward modesty has always restrained me from proposing in person what I can with less scruple request at this distance; for a letter, you know, spares the confusion of a blush. I will own, then, that I have a very strong, and, I trust, a very pardonable passion of being celebrated in your writings; and though you have more than once given me assurance of your intending me that honour, yet I hope you will excuse my impatience of seeing your design executed.

B. Lewis, *Professor.*

First Year's Literary Scholarship.—English.

I. Parse the following sentences:—

(*a*) O let us still the secret joy partake,
To follow virtue e'en for virtue's sake.

(*b*) As we made our way through the crowd, I perceived we brought good-humour with us.

II. Explain the use of the word *that* in the following sentences:—

(1) *That* man is happy.
(2) The man *that* I saw.
(3) We told him *that* the man had come.

III. Point out the words of Latin origin, in the sentence below, and give their derivation:—

"I call, therefore, a complete and generous education, that which fits a man to perform justly, skilfully, and magnanimously, all the offices, both private and pnblic, of peace and war."

IV. Write a short essay on the importance of correct composition in English.

Wm. Rushton.

Literary Scholarships of the Second Year.—Greek.

Translate:—

(A).

ἀλλὰ τίη μοι ταῦτα φίλος διελέξατο θυμός;
μή μιν ἐγὼ μὲν ἵκωμαι ἰών· ὁ δέ μ' οὐκ ἐλεήσει,
οὐδέ τι μ' αἰδέσεται, κτενέει δέ με γυμνὸν ἐόντα
αὔτως ὥστε γυναῖκα, ἐπεί κ' ἀπὸ τεύχεα δύω.
οὐ μέν πως νῦν ἔστιν ἀπὸ δρυὸς οὐδ' ἀπὸ πέτρης
τῷ ὀαριζέμεναι, ἅτε παρθένος ἠΐθεός τε,
παρθένος ἠΐθεός τ' ὀαρίζετον ἀλλήλοιϊν·
βέλτερον αὖτ' ἔριδι ξυνελαυνέμεν· ὅττι τάχιστα
εἴδομεν, ὁπποτέρῳ κεν Ὀλύμπιος εὖχος ὀρέξῃ.

(B).

ἀλλ’ ὅτε δὴ πύργους τε νεῶν καὶ τάφρον ἵκοντο,
οἱ δὲ νέον περὶ δόρπα φυλακτῆρες πονέοντο,
τοῖσι δ’ ἐφ’ ὕπνον ἔχευε διάκτορος Ἀργειφόντης
πᾶσιν· ἄφαρ δ’ ὤϊξε πύλας καὶ ἀπῶσεν ὀχῆας,
ἐς δ’ ἄγαγε Πρίαμόν τε καὶ ἀγλαὰ δῶρ’ ἐπ’ ἀπήνης.
ἀλλ’ ὅτε δὴ κλισίην Πηληϊάδεω ἀφίκοντο
ὑψηλὴν, τὴν Μυρμιδόνες ποίησαν ἄνακτι
δοῦρ’ ἐλάτης κέρσαντες, ἀτὰρ καθύπερθεν ἔρεψαν
λαχνήεντ’ ὄροφον λειμωνόθεν ἀμήσαντες·
ἀμφὶ δέ οἱ μεγάλην αὐλὴν ποίησαν ἄνακτι
σταυροῖσι πυκινοῖσι· θύρην δ’ ἔχε μοῦνος ἐπιβλὴς
εἰλάτινος, τὸν τρεῖς μὲν ἐπιῤῥήσσεσκον Ἀχαιοὶ,
τρεῖς δ’ ἀναοίγεσκον μεγάλην κληῗδα θυράων,
τῶν ἄλλων, Ἀχιλεὺς δ’ ἄρ’ ἐπιῤῥήσσεσκε καὶ οἶος·
δὴ ῥα τόθ’ Ἑρμείας ἐριούνιος ᾦξε γέροντι,
ἐς δ’ ἄγαγε κλυτὰ δῶρα ποδώκεϊ Πηλείωνι.

(C).

μή τοι κλιδῇ δοκεῖτε μηδ’ εὐθαδίᾳ
σιγᾶν με· συννοίᾳ δὲ δάπτομαι κέαρ,
ὁρῶν ἐμαυτὸν ὧδε προυσελούμενον.
καίτοι θεοῖσι τοῖς νέοις τούτοις γέρα
τίς ἄλλος ἢ ’γὼ παντελῶς διώρισεν ;
ἀλλ’ αὐτὰ σιγῶ. καὶ γὰρ εἰδυίαισιν ἂν
ὑμῖν λέγοιμι· τἀν βροτοῖς δὲ πήματα
ἀκούσαθ’, ὡς σφᾶς νηπίους ὄντας τὸ πρὶν
ἔννους ἔθηκα καὶ φρενῶν ἐπηβόλους.
λέξω δὲ, μέμψιν οὔτιν’ ἀνθρώποις ἔχων,
ἀλλ’ ὧν δέδωκ’ εὔνοιαν ἐξηγούμενος·
οἳ πρῶτα μὲν βλέποντες ἔβλεπον μάτην,
κλύοντες οὐκ ἤκουον, ἀλλ’ ὀνειράτων
ἀλίγκιοι μορφαῖσι τὸν μακρὸν χρόνον
ἔφυρον εἰκῇ πάντα, κοὔτε πλινθυφεῖς
δόμους προσείλους ᾖσαν, οὐ ξυλουργίαν·
κατώρυχες δ’ ἔναιον ὥστ’ ἀήσυροι
μύρμηκες ἄντρων ἐν μυχοῖς ἀνηλίοις.
ἦν δ’ οὐδὲν αὐτοῖς οὔτε χείματος τέκμαρ
οὔτ’ ἀνθεμώδους ἦρος οὔτε καρπίμου
θέρους βέβαιον, ἀλλ’ ἄτερ γνώμης τὸ πᾶν
ἔπρασσον. ἔς τε δή σφιν ἀντολὰς ἐγὼ
ἄστρων ἔδειξα τάς τε δυσκρίτους δύσεις.
καὶ μὴν ἀριθμὸν ἔξοχον σοφισμάτων
ἐξηῦρον αὐτοῖς, γραμμάτων τε συνθέσεις,
μνήμην θ’ ἁπάντων μουσομήτορ’ ἐργάτιν.
κἄζευξα πρῶτος ἐν ζυγοῖσι κνώδαλα
ζεύγλαισι δουλεύοντα· σώμασιν θ’ ὅπως
θνητοῖς μεγίστων διάδοχοι μοχθημάτων
γένοινθ’ ὑφ’ ἅρματ’ ἤγαγον φιληνίους
ἵππους, ἄγαλμα τῆς ὑπερπλούτου χλιδῆς.
θαλασσόπλαγκτα δ’ οὔτις ἄλλος ἀντ’ ἐμοῦ
λινόπτερ’ ηὗρε ναυτίλων ὀχήματα.
τοιαῦτα μηχανήματ’ ἐξευρὼν τάλας
βροτοῖσιν, αὐτὸς οὐκ ἔχω σόφισμ’ ὅτῳ
τῆς νῦν παρούσης πημονῆς ἀπαλλαγω.

Appendix B.

Examination Papers for Scholarship Examinations.

1. Explain the phrase, *ἀπὸ δρυὸς οὐδ' ἀπὸ πέτρης*, in (A); and give the derivations of *δαριζέμεναι, ἠΐθεος, τάφρος, διάκτορος, ὀχῆας*.

2. To what tenses and persons are the Homeric forms in ΣΚ confined? Do they admit the augment?

3. (B), v. 448.—*ἀλλ' ὅτε δὴ κλισίην, κ. τ. λ.* Where does the *apodosis* commence?

4. (C).—*προσελούμενον.* What was the form of this word in the older editions of Æschylus; and on what ground was this reading adopted? How does Buttmann derive the word?

5. Derive the following:—*ἐπήβολος, εἰκῆ, πλινθυφεῖς, προσείλους, ἀήσυροι, ἀνθεμώδους.*

6. *τέκμαρ.*—What is the form, and what the usual signification, of this word in Homer?

7. Analyse the construction of the sentence beginning *λέξω δὲ, μέμψιν, κ.τ.λ.*

8. Distinguish, in signification, between *γράμμα* and *γραμμή*.

9. Explain the form *ᾖσαν*.

10. Which is supposed to be the earliest extant tragedy of Æschylus; and what reason is there for supposing that the Prometheus was one of his later works?

Translate:—

(A).

Τὸ δὲ ἁπάντων θῶυμα μέγιστόν μοί ἐστι τῶν ταύτῃ, μετά γε αὐτὴν τὴν πόλιν, ἔρχομαι φράσων. τὰ πλοῖα αὐτοῖσί ἐστι τὰ κατὰ τὸν ποταμὸν πορευόμενα ἐς τὴν Βαβυλῶνα, ἐόντα κυκλοτερέα, πάντα σκύτινα· ἐπεὰν γὰρ ἐν τοῖσι Ἀρμενίοισι τοῖσι κατύπερθε Ἀσσυρίων οἰκημένοισι νομέας ἰτέης ταμόμενοι ποιήσωνται, περιτείνουσι τούτοισι διφθέρας στεγαστρίδας ἔξωθεν ἐδάφεος τρόπον, οὔτε πρύμνην ἀποκρίνοντες οὔτε πρῴρην συνάγοντες, ἀλλ' ἀσπίδος τρόπον κυκλοτερέα ποιήσαντες· καὶ καλάμης πλήσαντες πᾶν τὸ πλοῖον τοῦτο ἀπιεῖσι κατὰ τὸν ποταμὸν φέρεσθαι, φορτίων πλήσαντες· μάλιστα δὲ βίκους φοινικηΐου κατάγουσι οἴνου πλέους. ἰθύνεται δὲ ὑπό τε δύο πλήκτρων καὶ δύο ἀνδρῶν ὀρθῶν ἑστεώτων, καὶ ὁ μὲν ἔσω ἕλκει τὸ πλῆκτρον, ὁ δὲ ἔξω ὠθέει. ποιέεται δὲ καὶ κάρτα μεγάλα ταῦτα τὰ πλοῖα καὶ ἐλάσσω· τὰ δὲ μέγιστα αὐτῶν καὶ πεντακισχιλίων ταλάντων γόμον ἔχει. ἐν ἑκάστῳ δὲ πλοίῳ ὄνος ζωὸς ἔνεστι, ἐν δὲ τοῖσι μέζοσι πλεῦνες. ἐπεὰν ὦν ἀπίκωνται πλώοντες ἐς τὴν Βαβυλῶνα καὶ διαθέωνται τὸν φόρτον, νομέας μὲν τοῦ πλοίου καὶ τὴν καλάμην πᾶσαν ἀπ' ὦν ἐκήρυξαν, τὰς δὲ διφθέρας ἐπισάξαντες ἐπὶ τοὺς ὄνους ἀπελαύνουσι ἐς τοὺς Ἀρμενίους. ἀνὰ τὸν ποταμὸν γὰρ δὴ οὐκ οἷά τέ ἐστι πλώειν οὐδενὶ τρόπῳ ὑπὸ τάχεος τοῦ ποταμοῦ· διὰ γὰρ ταῦτα καὶ οὐκ ἐκ ξύλων ποιεῦνται τὰ πλοῖα, ἀλλ' ἐκ διφθερέων. ἐπεὰν δὲ τοὺς ὄνους ἐλαύνοντες ἀπίκωνται ὀπίσω ἐς τοὺς Ἀρμενίους, ἄλλα τρόπῳ τῷ αὐτῷ ποιεῦνται πλοῖα.

(B).

Ἡμεῖς δὲ νῦν καὶ ἀδικούμενοι τὸν πόλεμον ἐγείρομεν καὶ ἱκανὰ ἔχοντες ἐγκλήματα, καὶ ὅταν ἀμυνώμεθα Ἀθηναίους, καταθησόμεθα αὐτὸν ἐν καιρῷ. κατὰ πολλὰ δὲ ἡμᾶς εἰκὸς ἐπικρατῆσαι, πρῶτον μὲν πλήθει προὔχοντας καὶ ἐμπειρίᾳ πολεμικῇ, ἔπειτα ὁμοίως πάντας ἐς τὰ παραγγελλόμενα ἰόντας. ναυτικόν τε, ᾧ ἰσχύουσιν, ἀπὸ τῆς ὑπαρχούσης τε ἑκάστοις οὐσίας ἐξαρτυσόμεθα, καὶ ἀπὸ τῶν ἐν Δελφοῖς καὶ Ὀλυμπίᾳ χρημάτων· δάνεισμα γὰρ ποιησάμενοι ὑπολαβεῖν οἷοί τ' ἐσμὲν μισθῷ μείζονι τοὺς ξένους αὐτῶν ναυβάτας. ὠνητὴ γὰρ Ἀθηναίων ἡ δύναμις μᾶλλον ἢ οἰκεία· ἡ δὲ ἡμετέρα ἧσσον ἂν τοῦτο πάθοι, τοῖς σώμασι τὸ πλέον ἰσχύουσα ἢ τοῖς χρήμασι. μιᾷ τε νίκῃ ναυμαχίας κατὰ τὸ εἰκὸς ἁλίσκονται· εἰ δ' ἀντίσχοιεν, μελετήσομεν καὶ ἡμεῖς ἐν πλέονι χρόνῳ τὰ ναυτικά, καὶ ὅταν τὴν ἐπιστήμην ἐς τὸ ἴσον καταστήσωμεν, τῇ γε εὐψυχίᾳ δήπου περιεσόμεθα. ὃ γὰρ ἡμεῖς ἔχομεν φύσει ἀγαθόν, ἐκείνοις οὐκ ἂν γένοιτο διδαχῇ· ὃ δ' ἐκεῖνοι ἐπιστήμῃ προὔχουσι, καθαιρετέον ἡμῖν ἐστι μελέτῃ. χρήματα δ' ὥστ' ἔχειν ἐς αὐτά, οἴσομεν· ἢ δεινὸν ἂν εἴη εἰ οἱ μὲν

Appendix B.

Examination Papers for Scholarship Examinations.

ἐκείνων ξύμμαχοι ἐπὶ δουλείᾳ τῇ αὐτῶν φέροντες οὐκ ἀπεροῦσιν, ἡμεῖς δ᾽ ἐπὶ τῷ τιμωρούμενοι τοὺς ἐχθροὺς καὶ αὐτοὶ ἅμα σώζεσθαι οὐκ ἄρα δαπανήσομεν, καὶ ἐπὶ τῷ μὴ ὑπ᾽ ἐκείνων αὐτὰ ἀφαιρεθέντες αὐτοῖς τούτοις κακῶς πάσχειν.

1. Give the Attic forms of the following words in extract (A):—τό, ἀπιᾶσι, ἑστεώτων, ὦν, οἰκημένοισι, διαθέωνται, and the derivations of διφθέρα, στεγαστρίς, νομεύς, πλῆκτρον, γόμος.

2. In extract (B), explain the force of the middle voice in the phrase, δάνεισμα ποιησάμενοι, and of the tense in παραγγελλόμενα. What is the reference of τοῦτο in τοῦτο πάθοι? Derive ἀπεροῦσιν, and trace from its original meaning that which it has here. Mention the principal classes of verbs which are followed by the participle instead of the infinitive.

3. Give Herodotus's account of the origin of the Persian Empire, with the dates usually assigned. How does his account of the death of Cyrus differ from that given by Xenophon?

4. By whom, and on what occasion, were the words quoted in (B) spoken?

Retranslate into Greek:—

"This pollution then the Lacedæmonians ordered them to drive out: principally, as they professed, to avenge the honour of the gods; but really, because they knew that Pericles, the son of Xanthippus, was connected with it on his mother's side, and thought that if he were banished, their business with the Athenians would more easily succeed. They did not, however, so much hope that he would be treated in that way, as that it would cause a prejudice against him in the city; from an idea that the war would in part he occasioned by his misfortune."

John Ryall, *Professor.*

Second Year's Scholarship.—Latin.

Translate into Latin verse:—

But, O, the heavy change, now thou art gone,
Now thou art gone, and never must return!
Thee, shepherd, thee the woods, and desert caves
With wild thyme and the gadding vine o'ergrown,
And all their echoes mourn:
The willows, and the hazel copses green,
Shall now no more be seen
Fanning their joyous leaves to thy soft lays.

Translate into Latin prose:—

I have observed, that a reader seldom peruses a book with pleasure till he knows whether the writer of it be a black or a fair man, of a mild or choleric disposition, married or a bachelor, with other particulars of the like nature, that conduce very much to the right understanding of an author. To gratify this curiosity, which is so natural to a reader, I design this paper and my next, as prefatory discourses to my following writings, and shall give some account in them of the several persons that are engaged in this work. As the chief trouble of compiling, digesting, and correcting will fall to my share, I must do myself the justice to open the work with my own history.

Translate into English, in as few words as possible:—

Sallust Jugurtha.

Ita cupidine atque ira, pessimis consultoribus, grassari; neque facto ullo neque dicto abstinere, quod modo ambitiosum foret; milites, quibus in hibernis præerat, laxiore imperio, quam antea, habere; apud negotiatores, quorum magna multitudo Uticæ erat, criminose simul et magnifice de bello loqui: "dimidia pars exercitus sibi permitteretur, paucis diebus Jugurtham in catenis habiturum; ab imperatore consulto trahi, quod homo inanis et regiæ superbiæ imperio nimis gauderet." Quæ omnia illis eo firmiora videbantur, quod diuturnitate belli res familiares corruperant, et animo cupienti nihil satis festinatur.

B. Lewis, *Professor.*

Examination Papers for Scholarship Examinations.

Second Year's Scholarships.—English.

1. To what class of languages does the Anglo-Saxon belong? How far does the Anglo-Saxon element enter into the composition of modern English?
2. What language was spoken by the Normans, and whence was that language derived?
3. Mention the names of some of the earliest English writers, adding a short account of their works.
4. What is the character of Chaucer's poetry? Mention his principal works.
5. What influence has been exercised upon English style, by the admixture of the Latin element?

Scholarship Examinations.—Modern Languages.

Translate into French or German:—

The civil war of La Vendée forms one of the most interesting events of the revolution in France. It was little known in this country while it was raging; and there is much room for censuring the ministers of Britain, who did not avail themselves of the opportunities which it afforded of obtaining the most important advantages for the allied cause. We knew, indeed, generally, in England, that the royalists had a force in part of Poitou, and that they had several encounters with the republicans, which had terminated to their advantage. But few English, if any, were fully aware that, while every other province in France submitted, more or less patiently, to the dominion of Robespierre and his associates, La Vendée, a province hardly known to us by name, had on foot large armies which fought pitched battles, gained decisive victories, took fortified towns, and more than once might, with a moderate degree of assistance from troops and money, have perhaps ended the revolution by a march to Paris. It was reasonable to infer that a country, capable of such exertions in a cause almost deserted by all France besides, had something peculiar in its circumstances; and, when we consider the nature of these peculiarities, they will be found to form a great lesson both to princes and people.

Sir Walter Scott.

1. Mention the rules of the French syntax on the Subjunctive mood.
2. Give an account of the character of French literature during the reign of Louis XIII.
3. State what you know of the life and works of Schiller.
4. Describe the influence of Shakespeare on German and French literature.

R. De Vericour.

Literary Scholarships of the Third Year.—Greek.

Translate:—

(A).

"Ως εἴπων ξεῖνον ταλαπείριον ἦγεν ἐς οἶκον.
αὐτὰρ ἐπεί ῥ' ἵκοντο δόμους εὐναιετάοντας,
χλαίνας μὲν κατέθεντο κατὰ κλισμούς τε θρόνους τε.
ἐς δ' ἀσαμίνθους βάντες ἐΰξέστας λούσαντο.
τοὺς δ' ἐπεὶ οὖν δμωαὶ λοῦσαν, καὶ χρῖσαν ἐλαίῳ,
ἀμφὶ δ' ἄρα χλαίνας οὔλας βάλον ἠδὲ χιτῶνας·
ἔκ ῥ' ἀσαμίνθου βάντες, ἐπὶ κλισμοῖσι κάθιζον.
χέρνιβα δ' ἀμφίπολος προχόῳ ἐπέχευε φέρουσα
καλῇ, χρυσείῃ, ὑπὲρ ἀργυρέοιο λέβητος,
νίψασθαι· παρὰ δὲ ξεστὴν ἐτάνυσσε τράπεζαν.
σῖτον δ' αἰδοίη ταμίη παρέθηκε φέρουσα,
εἴδατα πόλλ' ἐπιθεῖσα, χαριζομένη παρεόντων.
μήτηρ δ' ἀντίον ἷζε παρὰ σταθμὸν μεγάροιο,
κλισμῷ κεκλιμένη, λέπτ' ἠλάκατα στρωφῶσα.
οἱ δ' ἐπ' ὀνείαθ' ἑτοῖμα προκείμενα χεῖρας ἴαλλον.
αὐτὰρ ἐπεὶ πόσιος καὶ ἐδητύος ἐξ ἔρον ἕντο,
τοῖσι δὲ μυθων ἦρχε περίφρων Πηνελόπεια.

Appendix B.

Examination Papers for Scholarship Examinations.

(B).

ἔψαυσας ἀλγεινοτάτας ἐμοὶ μερίμνας,
πατρὸς τριπόλιστον οἶτον,
τοῦ τε πρόπαντος
ἁμετέρου πότμου
κλεινοῖς Λαβδακίδαισιν.
ἰὼ ματρῷαι λέκτρων ἆται,
κοιμήματά τ' αὐτογέννητ'
ἀμῷ πατρὶ δυσμόρου ματρός,
οἵων ἐγώ ποθ' ἁ ταλαίφρων ἔφυν·
πρὸς οὓς ἀραῖος, ἄγαμος, ἅδ' ἐγὼ μέτοικος ἔρχομαι.
ἰὼ δυσπότμων
κασίγνητε γάμων κυρήσας,
θανὼν ἔτ' οὖσαν κατήναρές με.

(C).

Ἑλένης θανούσης ἤν τι Μενέλεώς σε δρᾷ,
ἢ τόνδε κἀμὲ (πᾶν γὰρ ἓν φίλον τόδε).
λεγ', ὡς φονεύσεις Ἑρμιόνην· ξίφος δὲ χρὴ
δέρῃ πρὸς αὐτῇ παρθένου σπάσαντ' ἔχειν.
κἂν μὲν σε σώζῃ μὴ θανεῖν χρῄζων κόρην,
Μενέλαος, Ἑλένης πτῶμ' ἰδὼν ἐν αἵματι,
μέθες πεπᾶσθαι πατρὶ παρθένου δέμας·
ἢν δ', ὀξυθύμου μὴ κρατῶν φρονήματος,
κτείνῃ σε, καὶ σὺ σφάζε παρθένου δέρην.
καὶ νυν δοκῶ, τὸ πρῶτον ἢν πολὺς παρῇ,
χρόνῳ μαλάξειν σπλάγχνον· οὔτε γὰρ θρασύς,
οὔτ' ἄλκιμος πέφυκε. τήνδ' ἡμῖν ἔχω
σωτηρίας ἔπαλξιν. εἴρηται λόγος.

1. In (A) derive *οὖλος*, *ἀσάμινθος*, and *ἠλακάτη*. Distinguish between *ταλαπείριος* and *ταλαίπορος*,—*οὖλαι* and *οὐλαί*. Explain the construction of *παρεόντων*.

2. Notice any various readings in extract (B), and explain fully the construction of its first clause.

3. On what contest of rights and duties does the plot of the Antigone turn? and what lesson does the poet seem to inculcate by his treatment of it? Compare the Orestes with the Antigone in their moral aspects.

4. In what years did the first representations of the Antigone and the Orestes respectively take place?

Translate into Iambic verse:—

"O, I have passed a miserable night,
So full of fearful dreams, of ugly sights,
That, as I am a Christian faithful man,
I would not spend another such a night,
Though 'twere to buy a world of happy days;
So full of dismal terror was the time."

Translate:—

(A).

Κροῖσος μὲν δὴ ταῦτά οἱ ὑπετίθετο, αἱρετώτερα ταῦτα εὑρίσκων Λυδοῖσι ἢ ἀνδραποδισθέντας πρηθῆναι σφέας, ἐπιστάμενος, ὅτι ἢν μὴ ἀξιόχρεων πρόφασιν προτείνῃ, οὐκ ἀναπείσει μιν μεταβουλεύσασθαι, ἀρρωδέων δὲ, μὴ καὶ ὕστερόν κοτε οἱ Λυδοὶ, ἢν τὸ παρεὸν ὑπεκδράμωσι, ἀποστάντες ἀπὸ τῶν Περσέων ἀπόλωνται. Κῦρος δὲ ἡσθεὶς τῇ ὑποθήκῃ καὶ ὑπεὶς τῆς ὀργῆς ἔφη οἱ πείθεσθαι. καλέσας δὲ Μαζάρεα ἄνδρα Μῆδον, ταῦτά οἱ ἐνετείλατο προ-

ειπεῖν Λυδοῖσι, τὰ ὁ Κροῖσος ὑπετίθετο, καὶ πρὸς, ἐξανδραποδίσασθαι τοὺς ἄλλους πάντας, οἳ μετὰ Λυδῶν ἐπὶ Σάρδις ἐστρατεύσαντο, αὐτὸν δὲ Πακτύην πάντως ζώοντα ἀγαγεῖν παρ᾽ ἑωυτόν.

(B).

Πρῶτόν τε ἦρξε καὶ ἐς τἆλλα τῇ πόλει ἐπὶ πλέον ἀνομίας τὸ νόσημα. ῥᾷον γὰρ ἐτόλμα τις ἃ πρότερον ἀπεκρύπτετο μὴ καθ᾽ ἡδονὴν ποιεῖν, ἀγχίστροφον τὴν μεταβολὴν ὁρῶντες τῶν τ᾽ εὐδαιμόνων καὶ αἰφνιδίως θνησκόντων, καὶ τῶν οὐδὲν πρότερον κεκτημένων, εὐθὺς δὲ τακείνων ἐχόντων. ὥστε ταχείας τὰς ἐπαυρέσεις καὶ πρὸς τὸ τερπνὸν ἠξίουν ποιεῖσθαι, ἐφήμερα τά τε σώματα καὶ τὰ χρήματα ὁμοίως ἡγούμενοι. καὶ τὸ μὲν προσταλαιπωρεῖν τῷ δόξαντι καλῷ οὐδεὶς πρόθυμος ἦν, ἄδηλον νομίζων εἰ πρὶν ἐπ᾽ αὐτὸ ἐλθεῖν διαφθαρήσεται· ὅ τι δὲ ἤδη τε ἡδὺ καὶ πανταχόθεν τὸ ἐς αὐτὸ κερδαλέον, τοῦτο καὶ καλὸν καὶ χρήσιμον κατέστη. θεῶν δὲ φόβος ἢ ἀνθρώπων νόμος οὐδεὶς ἀπεῖργε, τὸ μὲν κρίνοντες ἐν ὁμοίῳ καὶ σέβειν καὶ μὴ, ἐκ τοῦ πάντας ὁρᾶν ἐν ἴσῳ ἀπολλυμένους, τῶν δε ἁμαρτημάτων οὐδεὶς ἐλπίζων μέχρι τοῦ δίκην γενέσθαι βιοὺς ἂν τὴν τιμωρίαν ἀντιδοῦναι, πολὺ δὲ μείζω τὴν ἤδη κατεψηφισμένην σφῶν ἐπικρεμασθῆναι, ἣν πρὶν ἐμπεσεῖν εἰκὸς εἶναι τοῦ βίου τι ἀπολαῦσαι.

(C).

Ταύταις δή φαμεν καὶ σέ, ὦ Σώκρατες, ταῖς αἰτίαις ἐνέξεσθαι, εἴπερ ποιήσεις ἃ ἐπινοεῖς, καὶ οὐχ ἥκιστα Ἀθηναίων σέ, ἀλλ᾽ ἐν τοῖς μάλιστα. Εἰ οὖν ἐγὼ εἴποιμι, διὰ τί δή; ἴσως ἄν μου δικαίως καθάπτοιντο, λέγοντες, ὅτι ἐν τοῖς μάλιστα Ἀθηναίων ἐγὼ αὐτοῖς ὡμολογηκὼς τυγχάνω ταύτην τὴν ὁμολογίαν. φαῖεν γὰρ ἂν ὅτι Ὦ Σώκρατες, μεγάλα ἡμῖν τούτων τεκμήριά ἐστιν, ὅτι σοι καὶ ἡμεῖς ἠρέσκομεν καὶ ἡ πόλις· οὐ γὰρ ἄν ποτε τῶν ἄλλων Ἀθηναίων ἁπάντων διαφερόντως ἐν αὐτῇ ἐπεδήμεις, εἰ μή σοι διαφερόντως ἤρεσκε, καὶ οὔτ ἐπὶ θεωρίαν πώποτε ἐκ τῆς πόλεως ἐξῆλθες, ὅ τι μὴ ἅπαξ εἰς Ἰσθμόν, οὔτε ἄλλοσε οὐδαμόσε, εἰ μή ποι στρατευσόμενος, οὔτε ἄλλην ἀποδημίαν ἐποιήσω πώποτε, ὥςπερ οἱ ἄλλοι ἄνθρωποι, οὐδ᾽ ἐπιθυμία σε ἄλλης πόλεως οὐδ᾽ ἄλλων νόμων ἔλαβεν εἰδέναι, ἀλλὰ ἡμεῖς σοι ἱκανοὶ ἦμεν καὶ ἡ ἡμετέρα πόλις.

1. Notice any particulars in the forms of the pronouns in which the language of Herodotus differs from that of the Attic writers.

2. In (B) explain the following constructions:—ἀνομίας, μὴ καθ᾽ ἡδονὴν ποιεῖν, ὁρῶντες, πρὸς τὸ τερπνόν, τῷ δόξαντι καλῷ, ἐς αὐτό, τὸ μέν, τῶν δὲ ἁμαρτημάτων, βιούς.

3. In (C) trace the significations of ἐνέχεσθαι from the radical one to that which it has in the text. Explain the constructions of ἐν τοῖς μάλιστα and εἰδέναι. What is the meaning of Θεωρία? and what the reference in στρατευσόμενος?

4. To what circumstance does extract (A) refer?

Translate into Attic prose:—

"After this Olynthian war, which endured almost three years, it seemed that no state in Greece was able to make head against Sparta: but it was not long ere the Thebans found means to shake off their yoke, and gave both example and means to others to do the like. One of the banished men found by conference with a scribe of the Theban magistrates coming to Athens, that the tyranny wherewith his country was oppressed, pleased him no better than it did those who for fear of it were fled from home. Whereupon a plot was laid between these two, that soon found very good success, being managed thus. Seven of the banished men forsook Athens privily, and entered by night into the fields of Thebes, where spending the next day secretly, they came late in the evening to the gates like husbandmen returned from work."

JOHN RYALL, *Professor.*

Appendix B.

Examination Papers for Scholarship Examinations.

THIRD YEAR'S SCHOLARSHIPS.—LATIN.

Translate into Latin verse:—

In him Demosthenes was heard again,
Liberty taught him her Athenian strain;
She cloth'd him with authority and awe,
Spoke from his lips, and in his looks gave law.
His speech, his form, his action, full of grace,
And all his country beaming in his face,
He stood, as some inimitable hand
Would strive to make a Paul or Tully stand.

Translate into Latin prose:—

There is nothing that more betrays a base ungenerous spirit than the giving of secret stabs to a man's reputation; lampoons and satires, that are written with wit and spirit, are like poisoned darts which not only inflict a wound, but make it incurable. For this reason I am very much troubled when I see the talents of humour and ridicule in the possession of an ill-natured man. There cannot be a greater gratification to a barbarous and inhuman wit, than to stir up sorrow in the heart of a private person, to raise uneasiness among near relations, and to expose whole families to derision, at the same time that he remains unseen and undiscovered.

Translate into English, in as few words as possible:—

VIRGIL.—ÆNEID IX.

Sunt et mea contra
Fata mihi, ferro sceleratam exscindere gentem,
Coniuge praerepta; nec solos tangit Atridas
Iste dolor, solisque licet capere arma Mycenis.
Sed periisse semel satis est, Peccare fuisset
Ante satis, penitus modo non genus omne perosos
Femineum. Quibus haec medii fiducia valli,
Fossarumque morae, leti discrimina parva,
Dant animos. At non viderunt moenia Troiae
Neptuni fabricata manu considere in ignis?
Sed vos, O lecti, ferro quis scindere vallum
Adparat, et mecum invadit trepidantia castra?

B. LEWIS, *Professor.*

THIRD YEAR'S SCHOLARSHIPS.—ENGLISH.

1. Sketch the plot of Shakespeare's Hamlet.
2. What are the characteristics of Spenser's poetry?
3. Compare the prose of Lord Bacon with that of Hooker.
4. Give some account of Milton's life; contrast his earlier with his later poems.
5. Characterize the prose style of Swift and Defoe.

WM. RUSHTON.

SENIOR SCHOLARSHIP.—LATIN.

Describe a Roman house: name the apartments, and give an account of their position, uses, and decorations; also refer to the chief authorities for this subject, ancient and modern.

Translate into Latin prose:—

Like many other accomplished flatterers and negotiators, he was far more skilful in the art of reading the characters, and practising on the weakness of individuals, than in the art of discerning the feelings of great masses, and of foreseeing the approach of great revolutions. He was adroit in intrigue; and it was difficult even for shrewd and experienced men, who had been amply forewarned of his perfidy, to withstand the fascination of his manner, and to refuse credit to his professions of attachment. But he was so intent on observing and courting particular persons, that he forgot to study the temper of the nation.

Translate into Latin Elegiacs:—

Ambition sigh'd; she found it vain to trust
The faithless column, and the crumbling bust:
Huge moles, whose shadow stretch'd from shore to shore,
Their ruins perish'd, and their place no more!
Convinc'd, she now contracts her vast design,
And all her triumphs shrink into a coin.

B. LEWIS, *Professor.*

THIRD YEAR'S SCHOLARSHIPS.—HISTORY.

1. When did Clovis invade Gaul? Give some account of the Frankish invasion.
2. Describe the victories and Empire of Charlemagne
3. What was the state of France at the accession of Hugh Capet?
4. What was the nature of the claim made by Edward III. of England upon the crown of France?
5. When was France consolidated into one great kingdom?
6. What were the principles of a feudal relation?
7. What three principal ceremonies were used in conferring a fief?
8. What do you understand by fines upon alienation?
9. What was the social condition of Europe under the feudal system?

WM. RUSHTON.

JUNIOR SCHOLARSHIPS.—ARITHMETIC AND ALGEBRA.

1. How does Algebra differ from Arithmetic?
2. Explain the principle of the common system of numerical notation, and show how it is employed in the expression of decimals.
3. The value of a fraction is not altered by multiplying or dividing numerator and denominator by the same number; prove this.
4. What is the present value of £200 due one year hence, at 5 per cent.?
5. Extract the square root of $\frac{7}{8}$ to five places of decimals, and find the cube root of $\frac{729}{125}$.
6. Reduce to their simplest forms the expressions $\frac{\sqrt{72}\times\sqrt{32}-4}{\sqrt{8}}$, and $(9-7\sqrt{13})\times(5-6\sqrt{13})$.
7. Reduce to its lowest terms the fraction $\frac{a^3+8x^3}{a^4-16x^4}$, and to a rational form the expression $\sqrt{(a^2+b^2)(c^2+d^2)-(ac+bd)^2}$.
8. Define logarithms, and from the definition deduce their chief properties. Having given log. 2= .30103, and log. 3= .4771213, deduce log. $\sqrt[5]{\frac{4}{9}}$.
9. Solve the two sets of simple equations:—

$$\left\{\begin{array}{l} ax+by=c \\ fx+gy=h \end{array}\right\} \text{ and } \left\{\begin{array}{ll} \frac{1}{x}+\frac{1}{y}=a & \frac{1}{y}+\frac{1}{z}=c \\ \frac{1}{x}+\frac{1}{z}=b & \end{array}\right\}$$

10. Solve the quadratic equations:—

$$\frac{48}{x+3}=\frac{165}{x+10}-5$$
$$\text{and } x^4+74x=1225$$

11. Explain the construction of quadratic equations, whose roots are given; prove that if one root of quadratic equation is real and the other imaginary, the coefficients of the equation cannot all be real.
12. Solve the two sets of equations:—

$$\left\{\begin{array}{l} x+y=a \\ x^2+y^2=b^2 \end{array}\right\} \text{ and } \left\{\begin{array}{l} x+y=a \\ x^3+y^3=b^3 \end{array}\right\}$$

13. The above equations are *symmetrical* with respect to x and y. Explain this term, and state what advantage symmetry affords in the solution of equations.

Appendix B.

Examination Papers for Scholarship Examinations.

SECOND YEAR'S SCIENCE SCHOLARSHIPS.

1. Required the present worth of an annuity of £100, to commence at the expiration of a year, and to continue for two years.

2. Extract the cube root of $3\frac{4}{5}$ to four places of decimals.

3. Prove that $x^m \times x^n = x^{m+n}$, whether m and n be positive or negative, integral or fractional.

4. Solve the simultaneous equations:—

$$x^2 - y^2 = h^2$$
$$(x+y+a)^2 (x-y+a)^2 = k^2.$$

5. Solve also the simultaneous equations:—

$$x + y = b, \ \ x^3 + y^3 = 18y^2.$$

6. An arithmetic mean is greater than a geometric mean between the same terms.

7. Prove by means of the binomial theorem that a^x admits of development in a series of the form of $A + Bx + Cx^2 + Dx^3 +$, &c.

8. Determine the law of succession of the coefficients in the above development.

9. Explain the construction of equations of the third degree, and show that, if the roots are integral, they will be found among the integral divisors of the last term.

10. Find all the roots of the cubic equation $x^3 - 9x^2 + 26x - 24 = 0$.

11. Prove that $\tan 2\theta = \frac{2 \tan \theta}{1 - \tan^2 \theta}$, and hence find $\tan \frac{1}{2} A$ in terms of $\tan A$.

12. Three points being given in a plane, show geometrically how to find a fourth point from which straight lines drawn to the former three shall make given angles with each other.

13. Trace the variations of sign of $\tan A$, and of $\sec A$. Prove also that $\tan A = \tan (n\pi + A)$, n being any integer.

14. If the points of bisection of the sides of a triangle be joined, the triangle so formed will be one-fourth of the given triangle.

15. Find the value of $\cos 15°$.

16. Find the expressions for the superficies of a cone, and for the content of a frustum of a cone; and apply them to the following problems, viz.:—

1st. Find the content of a conic frustum, the altitude being 9 ft., the greatest diameter 4 ft., and the least diameter 2 feet.

2nd. How many yards of canvass would be required for a conical tent, 8 feet high and 13 feet wide at the bottom.

JUNIOR SCIENCE SCHOLARSHIP.—GEOMETRY AND TRIGONOMETRY.

1. Define the terms *Geometry* and Trigonometry.

2. Explain the following terms, viz.:—*axiom*, *definition*, *hypothesis*, *proposition*, and *converse proposition*.

3. The angles in the same segment of a circle are equal. Prove this proposition, and give any examples that may occur of its practical utility.

4. Show how to circumscribe a circle about a given square.

5. Show how to draw a tangent to a given circle from a given point without it.

6. Show how to describe an isosceles triangle having each of the base angles double of the vertical angle.

7. Show how to bisect an inaccessible angle, finite portions of the straight lines by which it is formed being given in position.

8. Express the tangent of an angle in terms of its cosecant, and the cosine in terms of the tangent, and explain the double sign which presents itself in each case.

9. Prove that in a plane triangle the sides are proportional to the sines of the opposite angles.

10. Prove that, in any plane triangle,

$$c^2 = a^2 + b^2 - 2\,ab \cos C,$$

and adapt it for finding $\underline{c}$ by means of logarithms.

11. The perpendiculars let fall from a point in an equilateral triangle upon the sides are a, b, c; find an expression for the length of a side.

12. The least side of a right-angled triangle is 12, and its three sides are in arithmetical progression. Find the other sides.

GEORGE BOOLE, D.C.L.

THIRD YEAR'S SCIENCE SCHOLARSHIP.—LOGIC.

1. Could a system of predicables be formed on any other than that adopted by Aldrich?

2. Are infimæ species "real or arbitrary?"

3. What is meant when it is said that a definition must be "*per se* clarior definito?"

4. Define a proposition.

5. Prove that contrary and sub-contrary opposition are unnecessary.

6. What are the rules of conversion per accidens? To how many sorts of propositions are they applicable?

7. Define a syllogism.

8. Special rules of the 4th figure, with proofs.

9. What objections have been brought against the 4th figure? Are they tenable?

10. Of what use are hypothetical syllogisms?

11. What do you mean by Induction by simple Enumeration? Is it of any scientific value?

12. What part does Induction play in Mill's "Deductive Method?"

13. Why does Mill introduce the Deductive Method; and to what classes of subjects is it applicable?

14. What are the defects of Mill's method of agreement?

G. J. READ, *Professor.*

SCHOLARSHIP IN ARTS, MEDICINE, AND ENGINEERING.—CHEMISTRY.

1. Explain the difference between chemical and physical phenomena.

2. Point out the effects of the forces of cohesion and affinity, and state by what circumstances the latter is modified.

3. Define the meaning of the terms Atom and Equivalent.

4. Give the proportions by weight and by volume in which oxygen and nitrogen unite to form protoxide, and binoxide of nitrogen.

5. Give the different modes of preparing nitrogen.

6. Explain the nature of a salt radical.

7. Write, according to the binary theory of salts, the formulæ of the proto and of the pernitrate of iron, of the sulphite and sulphate of potash, and of the phosphate of alumina.

8. Give the process for extracting iodine from kelp.

9. Give the characteristic tests for strontia, alumina, manganese, copper, and bismuth.

10. How is the magnetic oxide of iron prepared?

11. In chemical analysis, how are potash, manganese, copper, and silver, separated from each other?

12. How is hydrocyanic acid prepared?

J. BLYTH, M.D., *Professor.*

SCIENCE SCHOLARSHIP OF THIRD YEAR.—BOTANY.

1. What are "equitant" leaves?

2. Explain the meaning of the terms "axile" and "parietal," as applied to placentæ.

3. Name the orders of British Monopetalæ which possess an inferior one-celled ovary.

4. Of what order of British Phanerogamia would the following description be diagnostic:—*Sepals* valvate; *Petals* twisted; *Stamens* indefinite, hypogynous, their filaments united into a column, their anthers one-celled?

ZOOLOGY.

1. Describe, briefly, the structure of the sea-anemone.

2. What is meant by the terms "systemic" and "pulmonic," as applied to the circulation of the blood?

Appendix B. — Examination Papers for Scholarship Examinations.

3. Name some of the principal families into which the order Rodentia is divided.

4. Which of these families are peculiar to the New World; which to the Old; and which have representatives in both?

J. Reay Greene.

Senior Scholarship in Engineering, Surveying and Levelling.

1. In chaining a line, if an obstacle occur, such as a pond or large house, how would you measure that part of the line on which it occurs?

2. In an ordinary chain survey describe in detail the method of obtaining the total and partial acreages, so as to secure the greatest amount of accuracy.

3. Explain the advantage of keeping the theodolite clamped to the previous angle in traversing. If the lines $A\ B$, $B\ E$, $E\ D$, $D\ E$, have been traversed, how should the instrument be set up to continue the traverse along the line $D\ F$?

4. Describe that part of an Everest's theodolite used in measuring vertical ∠s and explain how it differs from the similar part of the common theodolite.

5. How may the spirit bubble of a level be out of adjustment; how would you examine it for an error; and how correct the error?

6. How would you obtain the true altitude of the sun's centre by means of the sextant and artificial horizon?

7. How does the change of declination of the sun affect the position of the south line, obtained by means of two observations of the altitude of the sun before and after noon?

8. On the 21st of October, 1859, the altitude of the sun's lower limb was observed to be 37°, 25′, 40″, find the latitude of the place of observation, the eye of the observer being 15′ above sea level, and the approximate longitude being 80° west.

Scholarship in Engineering.—Second Year.

1. Given the traces of three planes, find the projections of the point in which they intersect.

2. Find the length of $A\ B$, the hip of the roof in fig. 1; also the angle between the parts of the roof intersecting along $A\ B$.

3. Find the section made by a horizontal plane of a pyramid, with square base placed as in fig. 2.

4. Make an isometric projection of the object shown in fig. 3.

5. If a right line be perpendicular to the plane of the picture, how would you divide the perspective representation of it into any number of equal parts?

6. Find the projections of the shadow of the beam in fig. 4.

7. The axis of the arch of a bridge is directed to the south-east; find the shadow cast on the soffit of the arch at 12 o'clock.

Alexander Jack, *Professor.*

Senior Scholarship in Engineering.—Geology and Mineralogy.

1. What are the phenomena which have been brought forward in favour of the theories of elevation and eruption as concern volcanoes?

2. Name the features which serve to indicate sedimentary rocks.

3. Describe the terms *dip* and *strike.*

4. What is the nature and what is the origin of Plutonic rocks?

5. Describe the most important members of the metamorphic series, and give instances where these occur.

6. Name the most important of the fossil fish which mark the tripartite division of the Old Red sandstone.

7. What fossils are characteristic of the Permian formation?

8. What is the age of the Solenhofen limestone?

9. Make and describe a north and south section through the county of Cork, showing the arrangement of the stratified rocks, and their relation to each other.

Appendix B.

Examination Papers for Scholarship Examinations.

10. Name the most common minerals which are associated with ores in veins.
11. To what species of mineral does chalcedony appertain?
12. What are the names by which arragonite is distinguished from calc spar?
13. To what system of crystal does magnetic iron ore belong?

Robert Harkness, *Professor*.

Agricultural Scholarship.

1. What is the prime cost of an article which, when sold at 13*s*. 4*d*., realizes a profit of 20 per cent.?

2. Sheep were bought at two guineas per head—their food cost 5*s*. 6*d*. per head—and they were sold at £2 8*s*. 6*d*. per head; what was the gain per cent.?

3. Compute the value in sterling money of £2,600 in the 4 per cents at 93.

4. Find, in acres, roods, and perches, the area of a trapezium, one of whose diagonals is 800 links, and the perpendiculars let fall upon it 653 and 547 links respectively.

5. What is the diagonal of the square of which the area is 50 square feet?

6. A triangular piece of ground is to be paved, at the rate of 3*s*. 6*d*. per square yard. One side of the triangle measures 19 feet 5 inches, and the perpendicular upon it 16 feet 7 inches. What is the expense?

7. Find the diameter of a circle whose circumference is 24 feet.

8. The length, breadth, and depth of a rectangular tank are 8, 6, and 5 feet respectively. Compute its content in imperial gallons.

9. Show how to find the solid content of any irregular body of which the ends are parallel plane figures.

10. Give an example of the usual forms of a cash account; and of an account with an individual, recording sales and purchases of goods, and receipts and payments of money.

George Boole, D.C.L.

Agricultural Scholarship of Second Year.—Botany.

1. Describe the flower of the common oat.

2. Refer the following vegetable products to their respective natural orders:—Artichoke, bean, cabbage, carrot, mangel-worzel, parsnep, pea, potato, turnip.

3. Name some of the principal food products of palms.

4. Name also the countries whence these products are derived.

Zoology.

1. Distinguish "arteries" from "veins."

2. Name the species of deer which now inhabit Britain.

3. From what animal is it supposed that all the varieties of the domestic sheep have been derived?

4. In what countries does this animal occur.

J. Reay Greene.

Scholarship in Agriculture of the Second Year.

1. Give the process by which you would endeavour to determine the mechanical constitution of a soil.

2. Give the classification of soils, with a definition of each class and subclass.

3. Give the data upon which Von Thaer attempted to estimate the money value of soils.

4. Give, approximately, the mechanical and chemical composition of a good agricultural soil.

5. Describe the process of vegetation in a seed, the growth of the plant, what constitutes, and whence it derives its food.

Appendix B. Examination Papers for Scholarship Examinations.

6. Give, approximately, the amount of plant-food appropriated by an average crop on an acre of potatoes, mangold, wheat, hay.

7. Define "rotation cropping," and state the principles on which it should be based.

8. Give, approximately, the composition of Peruvian guano, fresh bones, kelp, soot.

9. Give the process by which you would endeavour to detect adulteration in the first and second of the above-named manures.

10. Name and give the distinguishing characteristics of as many as you can of the grasses, forage plants, and weeds of agriculture.

E. Murphy, *Professor.*

Faculty of Medicine—Scholarship of the Second Year.—Anatomy and Physiology.

1. Describe the structural anatomy of the veins.

2. Give an outline of the venous system of the chylo-poietic viscera.

3. By what characters may portions of the jejunum and ilium intestines be respectively distinguished?

4. What are the structures composing the trachea? Mention its cervical and thoracic relations.

5. Describe the office and structure of the pyloric valve.

6. Describe the superior vena cava and the right auricle of the heart.

7. Mention the physical properties and microscopic features of yellow fibrous tissue.

8. State the constituents of the blood.

9. Mention the changes in the state of the blood, resulting from respiration.

J. H. Corbett.

Medical Scholarship of Second Year.—Natural Philosophy.

1. Prove that the image of an object in a convex reflector is always erect and diminished.

2. What is meant by the centre of a lens, and how is its position determined?

3. In polarized light what is meant by the plane of polarization, and how is its position ascertained?

4. Prove that the velocity acquired in descending an inclined plane is equal to that acquired in falling down its vertical height.

5. A beam twenty feet in length has its ends supported on vertical props; if a weight of 7 cwt. be placed on it at a distance of six feet from one end, determine the pressure on each prop.

6. In what way can the specific gravity of a liquid be ascertained by Nicholson's Hydrometer?

7. How is the density of vapour ascertained?

8. Describe the construction of some instrument for the measurement of temperatures higher than the boiling point of water.

9. What are the precise functions of the metallic coatings in the Leyden jar?

10. What bodies can be decomposed by electricity?

11. How can a current be caused to rotate round a magnet?

John England, *Professor.*

Scholarship of Second Year.—Botany.

1. Briefly describe the structure of a woody exogenous stem.

2. Distinguish between "simple" and "compound" pistils.

3. What is meant by the "sleep" of plants?

4. Name some useful medical plants furnished by the order Liliaceæ.

Zoology.

1. What structural peculiarities distinguish the Acanthocephala?

2. Into what two groups may the pulmoniferous Mollusca be divided?

AppendixB.

Examination Papers for Scholarship Examinations.

3. In what classes of the animal kingdom has multiplication by gemmation not yet been proved to occur?

4. Explain the nature of the relationship which exists between the "solitary" and "aggregate" forms of Salpæ.

J. Reay Greene.

Scholarship of the Third Year.—Practical Anatomy.

1. State the processes and connexions of the superior maxillary bone.
2. Describe the origin, relations, and insertion of the digastric muscle.
3. Mention the connexions of the thyroid body.
4. State the origin, course, relations and branches of the external maxillary or facial artery.
5. Describe the palmar fascia and the sheaths of the flexor tendons.
6. Describe the origin, course, and branches of the subscapular artery.
7. Describe the articular surfaces of the bones, the capsular ligaments and muscles of the shoulder joint.
8. Mention the origin, insertion, and relation of the popliteus muscle.
9. Describe the membranous portion of the urethra and the connexions of the triangular ligament.

Anatomy and Physiology.

1. Describe the constituent parts of the skin.
2. State the functions performed by the cutaneous glands, follicles, &c.
3. Mention the components of healthy urine, and give an outline of the offices discharged by the kidneys.
4. Describe the fourth ventricle of the brain, and the origin of the portio-mollis nerve.
5. Describe the microscopic features of the gastric follicles or glands.
6. What are the functions in which the diaphragm participates.
7. Describe the ilio-cæcal aperture and its valvular apparatus.
8. State the structure and office of the choroid coat of the eye.
9. Describe the process of deglutition.

J. H. Corbett.

Materia Medica.

1. Cubebs—Latin name, plant furnishing it, action, uses, mode of administration.
2. Stramonium—active principle, mode and sphere of action, therapeutical use and administration.
3. Distinguish the chief Cinchona barks one from the other, and state their relative therapeutical value.
4. Enumerate the chief constituents of Jalap, and describe the absolute and relative value of each as a cathartic.
5. Valerianate of Zinc—its properties. chemical and physical; adulterations, with their tests, action, uses, and mode of administration.
6. Describe and explain the process of the Dublin Pharmacopeia for the preparation of the bichloride of Mercury.
7. State the full dose, for an adult, of liquor arsenicalis, muriate of morphia, digitaline, sulphate of zinc. strychnine, and acetate of lead—distinguishing the doses used to fulfil different indications.
8. Phosphate of Soda—preparation, characters, action, uses, and mode of administration.
9. Mention the adulterations to which cod-liver oil is subject, and state the best tests of its purity.

Purcell O'Leary, *Professor.*

Senior Scholarship in Anatomy and Physiology.

1. Trace the genito-urinary mucous membrane through its inflections in the male subject, mentioning its modifications in the various passages.
2. Describe the connexions of the spinal nerves with the cord, and state the experiments made in order to determine their functions.

Appendix B.

Examination Papers for Scholarship Examinations.

3. Give an outline of the mode in which the teeth are developed
4. State the microscopic features of dentine and enamel.
5. Describe the round ligaments of the uterus and the Fallopian tubes.
6. State the chemical and vital properties of the gastric juice.
7. Describe the arytenoid cartilages and the thyro-arytenoid ligaments.
8. State the experiments and researches of Magendie and others upon the nature of vomiting.
9. Describe the superior and inferior laryngeal nerves; and in reference to their functions, detail the experiments performed by Dr. J. Reid.

Practical Anatomy.

1. Describe the attachments and connexions of the omo-hyoid muscle.
2. Mention the connexions and processes of the palate bone.
3. State the limits of the posterior digastric space and its contents.
4. Describe the articular surfaces of the bones, and ligaments of the temporo-maxillary articulation.
5. Describe the origin, course, and relations of the vertebral artery.
6. Describe the articular surfaces and ligaments which connect the atlas with the second vertebra.
7. Describe the connexions of the prostate gland.
8. Mention the origin, course, and relations of the internal epigastric artery.
9. Describe the attachments and connexions of the obturator internus muscle.
10. Describe the arteria circumflexa femoris interna.

J. H. Corbett.

Therapeutics.

1. Give a general outline of the chief divisions and classes of therapeutical agents.
2. Describe the various modes in which the respiratory organs may be acted on by therapeutical means.
3. Explain how an emetic may, under certain circumstances, act as a purgative, and how a diaphoretic may become a diuretic.
4. Describe the action of stimulants in general; divide them into classes; state their indications and contra-indications.
5. Are there in reality such therapeutical agents as alteratives? Give the reasons either for retaining or rejecting them as a distinct class.
6. State the relative value of bark, quinine, cinchonine, and arsenic, in the treatment of intermittent fevers.
7. What are the applications of electricity to the treatment of disease, and what results have been attended by its use?
8. Astringents—their modes of action, division, indications and contra-indications.
9. Explain definition, division, actions, uses, indications and contra-indications.

Purcell O'Leary, *Professor*.

Pathology for the Senior Scholarship.

1. Describe the condition of the ventricles of the brain in a child who died of hydrocephalus.
2. Could you know, by the appearance of the effused fluid, what had been the character of the previous inflammation?
3. In opening the skull of an aged person is there any appearance in the natural state of the parts which may be mistaken for disease?
4. What form of apoplexy is likely to arise from disease of the right side of the heart? Describe the appearance of the brain in such a case.
5. Speaking generally, in what portion of the brain does extravasation of blood take place?
6. Describe the various changes which tubercle undergoes when becoming obsolete, and the effect on the surrounding lung.
7. Describe the effects of inflammation on an artery, and on a vein, and the consequences which may result from each.

Appendix B.

Examination Papers for Scholarship Examinations.

8. In a post-mortem examination how are we likely to overlook the existence of a fistulous opening between the pleura and a bronchus; and how may such error be obviated?

9. In what disease do we find secondary affections of the spleen?

10. What is the specific gravity of diabetic and of albuminous urine; and the cause in each case of the deviation from the normal state?

11. What conditions of the kidneys are found to co-exist with albuminous urine?

12. What effect has cancer of the stomach on the capacity of that organ?

13. What do you consider to be the relation between dysentery and hepatic disease?

14. What appearance do you find on opening the abdomen in a case of Peritonitis?

15. What is the condition of the brain in a case of delirium tremens?

D. C. O'Connor, *Professor*.

APPENDIX C.

Appendix C.

Examination Papers for Sessional Examinations.

Selection of Papers for Sessional Examinations in the Queen's College, Cork, Session 1859-60.

Junior Greek Class.

Translate the following sentences into Greek:—

1. The man broke with a stone the lower jaw of the crocodile.
2. A man was pursuing a dog and it fled for refuge into a house.
3. He told me that the daughter was deceiving her mother.
4. If the soldiers had been brave, they would have marched into the country.
5. If I have three minæ, I will give them to this man's son.
6. If any one were to speak the truth, he would greatly benefit Athens.
7. In the time of Solon it was not lawful to speak ill of the gods.
8. I will not give any of this wine to the Hoplites, at least willingly.

Translate into English:—

(A).

τὰ δὲ ἐπιτήδεια πότερον ὠνεῖσθαι κρεῖττον ἐκ τῆς ἀγορᾶς ἧς οὗτοι παρεῖχον, μικρὰ μέτρα πολλοῦ ἀργυρίου, μηδὲ τοῦτο ἔτι ἔχοντας, ἢ αὐτοὺς λαμβάνειν, ἤνπερ κρατῶμεν, μέτρῳ χρωμένους ὁπόσῳ ἂν ἕκαστος βούληται. εἰ δὲ ταῦτα μὲν γιγνώσκετε ὅτι κρείττονα, τοὺς δὲ ποταμοὺς ἄπορον νομίζετε εἶναι καὶ μεγάλως ἡγεῖσθέ ἐξαπατηθῆναι διαβάντες, σκέψασθε εἰ ἄρα τοῦτο καὶ μωρότατον πεποιήκασιν οἱ βάρβαροι. πάντες μὲν γὰρ οἱ ποταμοί, ἢν καὶ πρόσω τῶν πηγῶν ἄποροι ὦσι, προϊοῦσι πρὸς τὰς πηγὰς διαβατοὶ γίγνονται, οὐδὲ τὸ γόνυ βρέχοντες. εἰ δὲ μήθ' οἱ ποταμοὶ διοίσουσιν ἡγεμών τε μηδεὶς φανεῖται, οὐδ' ὡς ἡμῖν γε ἀθυμητέον. ἐπιστάμεθα γὰρ Μυσούς, οὓς οὐκ ἂν ἡμῶν φαίημεν βελτίους εἶναι, οἳ βασιλέως ἄκοντος ἐν τῇ βασιλέως χώρᾳ πολλάς τε καὶ μεγάλας καὶ εὐδαίμονας πόλεις οἰκοῦσιν· ἐπιστάμεθα δὲ Πισίδας ὡσαύτως· Λυκάονας δὲ καὶ αὐτοὶ εἴδομεν ὅτι ἐν τοῖς πεδίοις τὰ ἐρυμνὰ καταλαβόντες τὴν τούτων χώραν καρποῦνται.

(B).

Καὶ τότε δὴ θάρσησε καὶ ηὔδα μάντις ἀμύμων·
οὔτ' ἄρ' ὅ γ' εὐχωλῆς ἐπιμέμφεται οὔθ' ἑκατόμβης,
ἀλλ' ἕνεκ' ἀρητῆρος, ὃν ἠτίμησ' Ἀγαμέμνων
οὐδ' ἀπέλυσε θύγατρα καὶ οὐκ ἀπεδέξατ' ἄποινα,
τοὔνεκ' ἄρ' ἄλγε' ἔδωκεν ἑκηβόλος ἠδ' ἔτι δώσει.
οὐδ' ὅ γε πρὶν λοιμοῖο βαρείας χεῖρας ἀφέξει,
πρίν γ' ἀπὸ πατρὶ φίλῳ δόμεναι ἑλικώπιδα κούρην
ἀπριάτην, ἀνάποινον, ἄγειν θ' ἱερὴν ἑκατόμβην
ἐς Χρύσην· τότε κέν μιν ἱλασσάμενοι πεπίθοιμεν.

AppendixC.

Examination Papers for Sessional Examinations.

῎Ητοι ὅ γ' ὣς εἰπὼν κατ' ἄρ' ἕζετο, τοῖσι δ' ἀνέστη
ἥρως 'Ατρείδης εὐρυκρείων 'Αγαμέμνων
ἀχνύμενος· μένεος δὲ μέγα φρένες ἀμφιμέλαιναι
πίμπλαντ', ὄσσε δέ οἱ πυρὶ λαμπετόωντι ἐΐκτην.
Κάλχαντα πρώτιστα κάκ' ὀσσόμενος προσέειπεν·
Μάντι κακῶν, οὔ πώ ποτέ μοι τὸ κρήγυον εἶπας.
αἰεί τοι τὰ κάκ' ἐστὶ φίλα φρεσὶ μαντεύεσθαι,
ἐσθλὸν δ' οὔτε τί πω εἶπας ἔπος οὔτ' ἐτέλεσσας.
καὶ νῦν ἐν Δαναοῖσι θεοπροπέων ἀγορεύεις,
ὡς δὴ τοῦδ' ἕνεκα σφιν ἑκηβόλος ἄλγεα τεύχει,
οὕνεκ' ἐγὼ κούρης Χρυσηΐδος ἀγλά' ἄποινα
οὐκ ἔθελον δέξασθαι, ἐπεὶ πολὺ βούλομαι αὐτήν
οἴκοι ἔχειν. καὶ γάρ ῥα Κλυταιμνήστρης προβέβουλα
κουριδίης ἀλόχου, ἐπεὶ οὔ ἑθέν ἐστι χερείων,
οὐ δέμας, οὐδὲ φυήν, οὔτ' ἂρ φρένας οὔτε τι ἔργα.

1. Parse the following words in the above extracts:—κρεῖττον, ἧς ἐξαπατηθῆναι, διαβάντες, σκέψασθε, προϊοῦσι, φανεῖται, φαίημεν, βελτίους, ηὔδα, ἀφέξει, δόμεναι, κεν, πεπίθοιμεν, ἀχνύμενος, πίμπλαντ', λαμπετόωντι, ἐΐκτην, προσέειπε, ἐτέλεσσας, σφιν οἴκοι, προβέβουλα, ἑθέν, χερείων, ἱλασσάμενοι.

2. (α) Distinguish between εἰ καί and καὶ εἰ. (β) Explain the construction of ἧς οὗτοι παρεῖχον and of ἔχοντας in extract (A).

3. Derive ἀρητήρ, ἑλικῶπις, ἀπριάτην, ἑκηβόλος, Θεοπροπέω. κουρίδιος.

4. Describe the positions of the countries occupied by the peoples mentioned in extract (A).

5. Give the date of the battle of Cunaxa, and trace the route of the Greeks homeward.

SENIOR GREEK CLASS.

Translate:—

Τοῖς δὲ ἀποψηφισαμένοις ἡδέως ἂν διαλεχθείην ὑπὲρ τοῦ γεγονότος τουτουὶ πράγματος, ἐν ᾧ οἱ ἄρχοντες ἀσχολίαν ἄγουσι καὶ οὔπω ἔρχομαι οἷ ἐλθόντα με δεῖ τεθνάναι. ἀλλά μοι, ὦ ἄνδρες, παραμείνατε τοσοῦτον χρόνον· οὐδὲν γὰρ κωλύει διαμυθολογῆσαι πρὸς ἀλλήλους ἕως ἔξεστιν. ὑμῖν γὰρ ὡς φίλοις οὖσιν ἐπιδεῖξαι ἐθέλω τὸ νυνί μοι ξυμβεβηκὸς τί ποτε νοεῖ. 'Εμοὶ γάρ, ὦ ἄνδρες δικασταί—ὑμᾶς γὰρ δικαστὰς καλῶν ὀρθῶς ἂν καλοίην—θαυμάσιόν τι γέγονεν. ἡ γὰρ εἰωθυῖά μοι μαντικὴ ἡ τοῦ δαιμονίου ἐν μὲν τῷ πρόσθεν χρόνῳ παντὶ πάνυ πυκνὴ ἀεὶ ἦν καὶ πάνυ ἐπὶ σμικροῖς ἐναντιουμένη, εἴ τι μέλλοιμι μὴ ὀρθῶς πράξειν· νυνὶ δὲ ξυμβέβηκέ μοι, ἅπερ ὁρᾶτε καὶ αὐτοί, ταυτί ἅ γε δὴ οἰηθείη ἄν τις καὶ νομίζεται ἔσχατα κακῶν εἶναι. ἐμοὶ δὲ οὔτε ἐξιόντι ἕωθεν οἴκοθεν ἠναντιώθη τὸ τοῦ θεοῦ σημεῖον, οὔτε ἡνίκα ἀνέβαινον ἐνταυθοῖ ἐπὶ τὸ δικαστήριον, οὔτ' ἐν τῷ λόγῳ οὐδαμοῦ μέλλοντί τι ἐρεῖν· καίτοι ἐν ἄλλοις λόγοις πολλαχοῦ δή με ἐπέσχε λέγοντα μεταξύ. νυνὶ δὲ οὐδαμοῦ περὶ αὐτὴν τὴν πρᾶξιν οὔτ' ἐν ἔργῳ οὐδενὶ οὔτ' ἐν λόγῳ ἠναντίωταί μοι. τί οὖν αἴτιον εἶναι ὑπολαμβάνω; ἐγὼ ὑμῖν ἐρῶ· κινδυνεύει γάρ μοι τὸ ξυμβεβηκὸς τοῦτο ἀγαθὸν γεγονέναι, καὶ οὐκ ἔσθ' ὅπως ἡμεῖς ὀρθῶς ὑπολαμβάνομεν, ὅσοι οἰόμεθα κακὸν εἶναι τὸ τεθνάναι. μέγα μοι τεκμήριον τούτου γέγονεν· οὐ γὰρ ἔσθ' ὅπως οὐκ ἠναντιώθη ἄν μοι τὸ εἰωθὸς σημεῖον, εἰ μή τι ἔμελλον ἐγὼ ἀγαθὸν πράξειν.

Retranslate into Attic Greek:—

The Bœotians, after erecting a trophy, taking up their own dead, stripping those of the enemy, and leaving a guard over them, retired to Tanagra, and formed plans for assaulting Delium. Meanwhile, a herald from the Athenians, coming to ask back the dead, met a Bœotian herald, who turned him back, and told him that he would gain nothing before he himself had come back again. Then he went to the Athenians and delivered the message of the Bœotians, viz.:

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"that they had not acted right in violating the laws of the Greeks. For it was a principle acknowledged by all, that in an invasion of each other's territory, they should abstain from injuring the temples that were in it."

1. Explain the terms *οἱ ἄρχοντες* and *δαιμονιον* in the above extract.
2. What is the logical distinction between *σημεῖον* and *τεκμήριον*?
3. State the charges which were brought against Socrates, with the names of his accusers, and the parties whom they severally represented.
4. Describe the constitution of an Attic *Dicasterion*, and the mode of its procedure.
5. Give the dates of the birth and death of Socrates, with the principal incidents of his public life.
6. Explain the mode of reckoning by *Olympiads*, with the rule for converting dates determined according to it into those B.C., and *vice versâ*,

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Translate:—

(A).

"Ως ἔφαθ'· οἱ δ' ἄρα τοῦ μάλα μὲν κλύον, ἠδ' ἐπίθοντο.
αἶψα δ' ἄρ' εἰςβαινον, καὶ ἐπὶ κληῖσι κάθιζον.
ἤτοι ὁ μὲν τὰ πονεῖτο καὶ εὔχετο, θῦε δ' Ἀθήνῃ
νηῒ πάρα πρύμνῃ· σχεδόθεν δέ οἱ ἤλυθεν ἀνὴρ
τηλεδαπὸς, φεύγων ἐξ Ἄργεος, ἄνδρα κατακτάς,
μάντις· ἀτὰρ γενεήν γε Μελάμποδος ἔκγονος ἦεν,
ὃς πρὶν μέν ποτ' ἔναιε Πύλῳ ἔνι, μητέρι μήλων,
ἀφνειὸς Πυλίοισι μέγ' ἔξοχα δώματα ναίων·
δὴ τότε γ' ἄλλων δῆμον ἀφίκετο, πατρίδα φεύγων,
Νηλέα τε μεγάθυμον, ἀγαυότατον ζωόντων,
ὅς οἱ χρήματα πολλὰ τελεςφόρον εἰς ἐνιαυτὸν
εἶχε βίῃ. ὁ δὲ τέως μὲν ἐνὶ μεγάροις Φυλάκοιο
δεσμῷ ἐν ἀργαλέῳ δέδετο, κρατέρ' ἄλγεα πάσχων,
εἵνεκα Νηλῆος κούρης, ἄτης τε βαρείης,
τήν οἱ ἐπὶ φρεσὶ θῆκε θεὰ δαςπλῆτις Ἐριννύς.
ἀλλ' ὁ μὲν ἔκφυγε Κῆρα, καὶ ἤλασε βοῦς ἐριμύκους
ἐς Πύλον ἐκ Φυλάκης, καὶ ἐτίσατο ἔργον ἀεικὲς
ἀντίθεον Νηλῆα, κασιγνήτῳ δὲ γυναῖκα
ἠγάγετο πρὸς δώμαθ'. ὁ δ' ἄλλων ἵκετο δῆμον,
Ἄργος ἐς ἱππόβοτον. τόθι γάρ νύ οἱ αἴσιμον ἦεν
ναιέμεναι, πολλοῖσιν ἀνάσσοντ' Ἀργείοισιν.

(B).

ὦ πολύξεινος καὶ ἐλεύθερος ἀνδρὸς ἀεί ποτ' οἶκος, στρ.
σέ τοι καὶ ὁ Πύθιος εὐλύρας Ἀπόλλων
ἠξίωσε ναίειν,
ἔτλα δὲ σοῖσι μηλονόμας
ἐν δόμοις γενέσθαι,
δοχμιᾶν διὰ κλιτύων
βοσκήμασι σοῖσι συρίζων
ποιμνίτας ὑμεναίους.
σὺν δ' ἐποιμαίνοντο χαρᾷ μελέων βαλιαί τε λύγκες, ἀντ.
ἔβα δὲ λιποῦσ' Ὄθρυος νάπαν λεόντων
ἁ δαφοινὸς ἴλα·
χόρευσε δ' ἀμφὶ σὰν κιθάραν,
Φοῖβε, ποικιλόθριξ
νεβρὸς ὑψικόμων πέραν
βαίνουσ' ἐλατᾶν σφυρῷ κούφῳ,
χαίρουσ' εὔφρονι μολπᾷ.
τοιγὰρ πολυμηλοτάταν στρ.
ἑστίαν οἰκεῖ παρὰ καλλίναον

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Βοιβίαν λίμναν· ἀρότοις δὲ γυᾶν
καὶ πεδίων δαπέδοις
ὅρον ἀμφὶ μὲν ἀελίου κνεφαίαν
ἱππόστασιν αἰθέρα τὰν Μολοσσῶν τίθεται,
πόντιον δ᾽ Αἰγαίων᾽ ἐπ᾽ ἀκτὰν
ἀλίμενον Πηλίου κρατύνει.
καὶ νῦν δόμον ἀμπετάσας ἀντ.
δέξατο ξεῖνον νοτερῷ βλεφάρῳ,
τᾶς φίλας κλαίων ἀλόχου νέκυν ἐν
δώμασιν ἀρτιθανῆ·
τὸ γὰρ εὐγενὲς ἐκφέρεται πρὸς αἰδῶ.
ἐν τοῖς ἀγαθοῖσι δὲ πάντ᾽ ἔνεστιν σοφίας.
πρὸς δ᾽ ἐμᾷ ψυχᾷ θάρσος ἧσται
θεοσεβῆ φῶτα κεδνὰ πράξειν.

Translate into Greek Iambic verse:—

> "If it be true,
> Dread sir, as 'tis affirmed, that every soil
> Where he is well, is to a valiant man
> His natural country, reason may assure me
> I should fix here, where blessings beyond hope,
> From you, the spring, like rivers flow unto me."

1. Notice any words in extract (A) which seem to require the Digamma, and state generally the grounds upon which its introduction into the text of Homer is supported.

2. Is the construction ἐτίσατο ἔργον ἀεικὲς ἀντίθεον Νηλῆα usual?

3. Explain the following grammatical forms in Homer:—θείω—κεκράανται—ἰκριόφιν—δυάσσατο—ζωόντων—ἀμφαφόωντο—καταλέχθαι—ἀλάλησαι—ἀκαχήμενος—and notice any peculiarity in the accentuation of the last two words.

4. What is Buttmann's explanation of the phrase, πρήσσειν ὁδοῖο?

5. Distinguish between ἐρίγδουπος and ἐρίδουπος—περάω fut. περᾰσω and περάω fut. περᾱσω (Ion. περήσω)—τελέσφορος and τελεσφόρος.

6. Derive τηλεδαπός δασπλῆτις, ἀφνειός, δνοφερός, ἄλεισον.

7. Notice any various readings in extract (B).

JOHN RYALL, *Professor*.

JUNIOR LATIN CLASS.—LIVY, BOOK IV.

Translate:—

Postero die dispositis præsidiis cum in forum descendisset, conversaque in eum plebs novitate rei ac miraculo esset, et Mæliani atque ipse dux eorum in se intentam vim tanti imperii cernerent, expertes consiliorum regni, qui tumultus, quod bellum repens aut dictatoriam majestatem aut Quinctium post octogesimum annum rectorem rei publicæ quæsisset, rogitarent, missus ab dictatore Servilius magister equitum ad Mælium "vocat te" inquit "dictator." cum pavidus ille quid vellet quæreret, Serviliusque causam dicendam esse proponeret crimenque a Minucio delatum ad senatum diluendum, tunc Mælius recipere se in catervam suorum, et primum circumpectans tergiversari; postremo, cum apparitor iussu magistri equitum duceret, ereptus a circumstantibus fugiensque fidem plebis Romanæ implorare, et opprimi se consensu patrum dicere, quod plebi benigne fecisset; orare, ut opem sibi ultimo in discrimine ferrent, neve ante oculos suos trucidari sinerent. hæc cum vociferantem adsecutus Ahala Servilius obtruncat, respersusque cruore obtruncati, stipatus caterva patriciorum iuvenum, dictatori renuntiat vocatum ad eum Mælium repulso apparitore concitantem multitudinem poenam meritam habere. tum dictator "macte virtute" inquit, "C. Servili, esto liberata republica."

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1. When did Livy flourish? From what sources did he derive his facts? What period was comprised in his history? What parts of it are extant?
2. When were Censors first appointed? Describe their duties.
3. Give some account of Canuleius, Cincinnatus, and Sp. Mælius.
4. Derive and explain the following words:—promulgo, incontaminatus, contio, pontifex, cooptatio, consul, imperito.
5. State the fundamental rules for the employment of subjunctive tenses.

Translate into Latin:—

May a man be the slave of glory? Ought we not to have obeyed the laws of our country? What ought I to have done? I asked what I ought to have done. No man may take away another's life. It cannot be denied that he has led a very moral life. Ought he not to have shed his blood for his country? There is no doubt that he lived a very disgraceful life. Ought we then to be the slaves of glory. Ought he not to have obeyed the laws of virtue? It was owing to you that my life was not taken away by Caius. I don't know that anybody has led a more disgraceful life.

Junior Latin Class.—Horace—Odes, Book IV.

Translate:—

Quem tu, Melpomene, semel
  Nascentem placido lumine videris,
Illum non labor Isthmius
  Clarabit pugilem, non equus impiger
Curru ducet Achaico
  Victorem, neque res bellica Deliis
Ornatum foliis ducem,
  Quod regum tumidas contuderit minas,
Ostendet Capitolio:
  Sed quæ Tibur aquæ fertile præfluunt,
Et spissæ nemorum comæ
  Fingent Aelio carmine nobilem.
Romæ principis urbium
  Dignatur suboles inter amabiles
Vatum ponere me choros,
  Et iam dente minus mordeor invido.
O testudinis aureæ
  Dulcem quæ strepitum, Pieri, temperas,
O mutis quoque piscibus
  Donatura cycni, si libeat, sonum,
Totum muneris hoc tui est,
  Quod monstror digito prætereuntium
Romanæ fidicen lyræ:
  Quod spiro et placeo, si placeo, tuum est.

1. Explain fully the proper names which occur in the above extract.
2. Give the scheme of the Sapphic stanza; point out some particulars in which the usage of Horace differs from that of Sappho.
3. Quid debeas, o Roma, Neronibus
   Testis Metaurum flumen.

   Explain the historical allusion.
4. Describe the situation of Cydonia, M. Berecynthus, Littus Matinum, Sicambri, Vindelici, Fl. Xanthus.
5. What are the principal parts of quatio, fugio, domo, fallo, tondeo, defendo?

Translate into Latin elegiacs:—

Though they strike but one, thunderbolts affright not one only;
And the crowd joined to one who is struck is wont to fear:
And when a wall has given signs of approaching ruin,
That place becomes empty from anxious fear.
Presents, believe me, captivate both gods and men:
Jupiter himself is appeased by the presentation of gifts.

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SENIOR LATIN CLASS.—TACITUS—ANNALS, BOOK I.

Translate :—

Druso Cæsare C. Norbano consulibus decernitur Germanico triumphus manente bello; quod quamquam in æstatem summa ope parabat, initio veris et repentino in Chattos excursu præcepit. nam spes incesserat dissidere hostem in Arminium ac Segestem, insignem utrumque perfidia in nos aut fide. Arminius turbator Germaniæ: Segestes parari rebellionem sæpe alias et supremo convivio, post quod in arma itum, aperuit, suasitque Varo ut se et Arminium et ceteros proceres vinciret; nihil ausuram plebem principibus amotis, atque ipsi tempus fore, quo crimina et innoxios discerneret. sed Varus fato et vi Arminii cecidit: Segestes quamquam consensu gentis in bellum tractus discors manebat, auctis privatim odiis, quod Arminius filiam eius alii pactam rapuerat, gener invisus, inimici soceri; quæque apud concordes vincula caritatis, incitamenta irarum apud infensus erant.

1. What are the Latin names for Cologne, Coblenz, Mayence, and the rivers Elbe, Weser, Eder, Lippe, and Ems?
2. Give examples of brevity and poetical phraseology from this book, with an explanation of the construction where it may seem requisite.
3. Mention some instances in which Tacitus illustrates Juvenal.
4. What information concerning the life of Tacitus do we derive from Pliny's Letters?
5. Give short biographical sketches of M. Vipsanius Agrippa, Drusus Senior, and Germanicus.

Translate into Latin :—

It is easier to tie a knot than to untie it. My return was more bitter to me than that departure itself. Lucilius was honoured with a more splendid funeral than Demetrius. The Boii fled to their camp in more complete disorder than the Ædui. It is easier to make a promise than to perform it. Is it not sometimes a harder thing to perform a promise than to make it? You ought to blush, believe me; for you have wrested these things from my hands. Do not, I beseech you, allow this lucky opportunity to slip through your fingers. These things, as I imagine, would not be in our power, if you had not let this lucky opportunity slip through your fingers. Terror, as Ennius says, banishes all wisdom from my mind. Separate yourself at length, I beseech you, from those with whom not your own judgment but the circumstances of the times have united you.

Translate into Latin :—

In the second century of the Christian Æra, the empire of Rome comprehended the fairest part of the earth, and the most civilized portion of mankind. The frontiers of that extensive monarchy were guarded by ancient renown and disciplined valour. The gentle but powerful influence of laws and manners had gradually cemented the union of the provinces. Their peaceful inhabitants enjoyed and abused the advantages of wealth and luxury. The image of a free constitution was preserved with decent reverence; the Roman senate appeared to possess the sovereign authority, and devolved on the emperors all the executive powers of government.

B. LEWIS, *Professor.*

SENIOR LATIN CLASS—JUVENAL.

Translate:—

Mullus erit domini, quem misit Corsica, vel quem
Tauromenitanæ rupes, quando omne peractum est
Et iam defecit nostrum mare, dum gula sævit,
Retibus assiduis penitus scrutante macello
Proxima, nec patimur Tyrrhenum crescere piscem.
Instruit ergo focum provincia: sumitur illinc
Quod captator emat Lænas, Aurelia vendat.

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Virroni muræna datur, quæ maxima venit
Gurgite de Siculo; nam dum se continet Auster,
Dum sedet et siccat madidas in carcere pennas,
Contemnunt mediam temeraria lina Charybdim:
Vos anguilla manet longæ cognata colubræ,
Aut glacie aspersus maculis Tiberinus et ipse
Vernula riparum, pinguis torrente cloaca,
Et solitus mediæ cryptam penetrare Suburæ.
Ipsi pauca velim, facilem si præbeat aurem:
Nemo petit, modicis quæ mittebantur amicis
A Seneca, quæ Piso bonus, quæ Cotta solebat
Largiri; namque et titulis et fascibus olim
Maior habebatur donandi gloria: solum
Poscimus, ut coenes civiliter; hoc face et esto,
Esto, ut nunc multi, dives, tibi, pauper amicis!

1. Quote some passages from Juvenal in which he refers to Virgil and Horace.
2. Describe the situation of Canopus, Palus, Mœotica, Circeii, Rutupiæ, Beneventum, and Tauromenium.
3. Name the chief authors who were contemporary with Juvenal, and give some account of their writings.
4. Write down, in chronological order, the names of the Roman Emperors from Augustus to Trajan. Mention, very briefly, with dates, the most important events in each reign.
5. Derive and explain zelotypus, supercilium, artoptes, scrutor, petasunculus, cadurcum, schœnobates, conchylia.

Translate into Latin elegiacs:—

Reader! if to thy bosom cling the pain
Of recent sorrow, combated in vain;
Or if thy cherished grief hath failed to thwart
Time, still intent on his insidious part,
Lulling the mourner's best good thoughts asleep,
Pilfering regrets we would but cannot keep,
Bear with him, judge him gently who makes known
His bitter loss by this memorial stone;
And pray, that in his faithful breast the grace
Of resignation find a hallowed place.

B. Lewis, *Professor.*

English Language.

1. Classify the Celtic races.
2. To what race did the ancient Britons belong?
3. What Latin authors have described the early condition of Britain?
4. Describe the conquest of Britain by the Romans.
5. What is the Latin of the first period?
6. Give some account of Beda. What historical work did he write?
7. Whence came the Angles, Saxons, and Jutes? Mention their principal settlements in Britain.
8. What is the literal meaning of the words "England" and "Ireland?"
9. What language was introduced into England after the Norman conquest?
10. At what time did Anglo-Saxon and Norman-French combine to form English?
11. Explain the following passages:—

(*a*) I thence
Invoke thy aid to my adventurous song,
That with no middle flight intends to soar
Above the Aonian mount, while it pursues
Things unattempted yet in prose or rhyme.

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(*b*) Who first seduced them to that foul revolt?
The infernal serpent; he it was whose guile,
Stirred up with envy and revenge, deceived
The mother of mankind, what time his pride
Had cast him out from Heaven, with all his host
Of rebel angels.

(*c*) He scarce had ceased, when the superior fiend
Was moving toward the shore: his ponderous shield,
Ethereal temper, massy, large, and round,
Behind him cast; the broad circumference
Hung on his shoulders like the moon, whose orb
Through optic glass the Tuscan artist views
At evening from the top of Fesolé,
Or in Valdarno, to descry new lands,
Rivers, or mountains in her spotty globe.

12. Give the derivation of these words: adventurous, soar, mount, pursues, deceived, mankind, rebel.

ENGLISH LITERATURE.

1. Account for the poverty of English literature in the age which intervened between Chaucer and Spenser.

2. Compare the inventions and discoveries of the fifteenth with those of the nineteenth century.

3. Trace the revival of classical learning in Europe during the sixteenth century.

4. Classify the English poets who flourished in the period 1580-1660.

5. Specify the leading English dramatists of the same period.

6. Distinguish between metre and rhythm.

7. Define the following terms: composition, style, rhetoric, and eloquence.

8. Distinguish between a diffuse and a terse manner of writing. Give some examples of terseness.

9. Characterize the style of Lord Bacon.

10. Characterize the style of Hooker, Milton, Sir Thomas Browne, and Jeremy Taylor.

11. Examine the composition of this passage:—

Of law, there can be no less acknowledged than that her seat is the bosom of God, her voice the harmony of the world; all things in heaven and earth do her homage, the very least as feeling her care, and the greatest as not exempted from her power; both angels and men, and creatures of what condition soever, though each in different sort and manner, yet all, with uniform consent, admiring her as the mother of their peace and joy.

Examination, *vivâ voce*, in Shakespeare's Henry V., and the Prologue to Chaucer's Canterbury Tales.

HISTORY.

1. Review the condition of the Roman empire in the third century. Mention some of the causes which accelerated its downfall.

2. To what extent is the *Germania* of Tacitus useful to students of the Anglo-Saxon Constitution?

3. Explain this proposition, The Saxons were to Britain, what the Franks were to Gaul.

4. Give a brief account of the Anglo-Saxon Constitution, including an explanation of these terms: king, ealdorman, eorl, ceorl, thane, gerefa, shire, hundred, tithing, folc-land, boc-land, were, wite, ordeal.

5. How do you account for the fall of the Merovingian dynasty in Northern Gaul, and the rise of the Carolingian power?

6. What was the origin of the feudal system? In what country was it most fully developed?

7. Explain this passage of Hallam: "During the tenth and eleventh centuries, it appears that alodial lands in France had chiefly become feudal."

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8. Give the derivation and meaning of the following terms: feud, fief, homage, fealty, investiture, escuage, scutage, relief, escheat, forfeiture.

9. What were the leading principles of a feudal relation?

10. Describe the ceremonies used in conferring a fief.

11. In what respects did Anglo-Norman feudalism differ from that of the Continent?

12. Is there any analogy between the history of the English Constitution, and the history of the English Language?

    How far did the Norman Conquest affect either the Constitution or the Language?

    Criticise this proposition: "The English Constitution, like the English Language, partakes of the nature of a compromise."

13. Describe the contests of the great political powers in England, from the reign of William the Conqueror to that of Richard I.

14. Mention the circumstances which led to the grant of Magna Charta.

15. What is the value of Magna Charta as a bulwark of freedom?

16. Enumerate subsequent enactments, whereby the fundamental principles of our rights and liberties have been asserted.

WILLIAM RUSHTON, *Professor*.

MODERN LANGUAGES.

Translate into French:—

REFLECTIONS ON THE REVOLUTION IN FRANCE.

Queen Marie Antoinette and the Age of Chivalry.

It is now sixteen or seventeen years since I saw the Queen of France, then the Dauphiness, at Versailles; and surely never lighted on this orb, which she hardly seemed to touch, a more delightful vision. I saw her just above the horizon, decorating and cheering the elevated sphere she just began to move in,—glittering like morning star, full of life, and splendour, and joy. Oh! what a revolution! and what a heart must I have to contemplate without emotion that elevation, and that fall! Little did I dream when she added titles of veneration to those of enthusiastic, distant, respectful love, that she should ever be obliged to carry the sharp antidote against disgrace concealed in that bosom; little did I dream that I should have lived to see such disasters fallen upon her in a nation of gallant men, in a nation of men of honour, and of cavaliers. I thought ten thousand swords must have leaped from their scabbards to avenge even a look that threatened her with insult.

But the age of chivalry is gone. That of sophisters, economists, and calculators, has succeeded; and the glory of Europe is extinguished for ever. Never, never more shall we behold that generous loyalty to rank and sex, that proud submission, that dignified obedience, that subordination of the heart, which kept alive even in servitude itself, the spirit of an exalted freedom. The unbought grace of life, the cheap defence of nations, the nurse of manly sentiment and heroic enterprise, is gone! It is gone, that sensibility of principle, that chastity of honour which felt a stain like a wound: which inspired courage whilst it mitigated ferocity, which ennobled whatever it touched, and under which vice itself lost half its evil, by losing all its grossness.

BURKE.

1. What verbs require the infinitive following to be preceded by the preposition *a* in French?
2. State the use of the *imperfect* and of the *præterit* in French.
3. Which are the earliest lasting monuments of the history of French literature?
4. How does the poetry of France differ from that of other countries?
5. Which was the most brilliant epoch of French literature.
6. What alterations have been made in the orthography of the French language since the age of Louis XIV.?
7. Which are considered to be Racine's best plays? Class them according to eminence.
8. When did La Fontaine live, and what is the character of his writings?

Appendix C.

Examination Papers for Sessional Examinations.

CELTIC LANGUAGES—JUNIOR CLASS.

I.

1. Do the consonants undergo any change in their sounds, and if so, by what causes?
2. How do you distinguish the gender of nouns?
3. What are the characteristics of the declensions?
4. Do adjectives preceding their substantives agree with them in gender and number?
5. In what cases are adjectives aspirated in the plural which agree with their substantives?
6. Describe the synthetic and analytic forms of the verb.

II.

Translate the following into Irish:—

1. The eye is the light of the body.
2. Green are the hills that are a distance off.
3. I was his friend and he knew it not.
4. I have neither silver nor gold in store.
5. A bird in the hand is worth two in the bush.
6. He had a good word for every person.
7. The wren is the smallest bird in Ireland.
8. The trees of the wood are green.

Translate into English the following:—

Ca ṁeud míle uaim an baile is foisge daṁ?
Tá deiċ míle maiṫe, agus ní ḃ-fuil an bóṫar go maiṫ
A n-áiteaċaiḃ. Ḃéiḋ tú mall ann sin anoċt, agus
Is fearr fuireaċ san m-baile so go d-tig amáraċ.
Tá teas mór ó'n n-grein sa t-Saṁraḋ.
Bhí aimsir ḋoineanta againn ar feaḋ na bliaḋna so.
Ta na daoine ag ceannaċ caiple ag an aonaċ.

CELTIC LANGUAGES—SENIOR CLASS.

Translate the following into Irish:—

I.

I have a little story respecting Fionn,
We were there but fifteen men;
We took the king of the Saxons, of the feasts,
And we won a battle against the king of Greece.

II.

We, the Fenians, never told a lie,
Falsehood to them was never known:
But by truth and the might of our arms,
We came unhurt from each conflict.

Poems by Oisin.

Translate into English:—

Atbeart neaċ astiġ:—Do ġen fein ealaiḋi duit, a Mharbain. Cia thusa? ar Marbán, agus cread in ealaḋa? Scelaiḋi is fearr isin Tromḋáim mé, ar eisium, agus a n-Eirinn uili; agus Fis mac Foċmairc m'ainm bunaiḋ. Mara thusa`scelaiḋe as fearr a n-Eirinn, ar Marban, ata fis primscél Eireann acat. Ata co deimin, ar an scelaiḋe. Ma ata, ar Marban, innis Tain Bo Cuailgne damsa. Moiġiḋ soċt ar an scelaiḋe, agus imḋeargtar uime. Gat tai? ar Seanċan, gan in scél d'innsi do Mharbán. Fodlaim, a riġ Ollaim, ar an scélaiḋ, ni ċuala in táin úd do ṫabairt a n-Eirinn riaṁ, agus ni feaduir cia tuc. Ma aseaḋ, ar Marban, cuirimsi fa ġeasaiḃ tu no gu n-innisi tu in Táin dam; agus cuirim in Tromḋaim uili fa ġeasaiḃ da raḃuid siat da oiġċi a n-aeintig no gu faġait fis na Tána; agus beannuimsi fós a huċt mu Dhia bar n-dún dib uili gan én rann do ḋenuṁ ó so amaċ aċt aen duan nama no gu faġtai Tain bo Cuailgne damsa.—*Book of MacCarthy Riagh.*

OWEN CONNELLAN, *Professor.*

Examination Papers for Sessional Examinations.

JUNIOR CLASS.

1. Divide £5,500 among 4 persons in the proportion of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$.

2. Multiply together ·125 and ·032, and express the result as a vulgar fraction in its lowest terms.

3. What would be the yearly income arising from £2,000 invested in the three per cents. at $88\frac{1}{2}$?

4. Find the value of $\frac{2}{3}$ of 10*s.* 6*d.* $+\frac{3\frac{1}{2}}{4}$ of 27*s.*$-\frac{6}{11}$of 6*s.* 8*d.*

5. What weight of water will a cistern contain which is in the form of a rectangular prism, 18 ft. 8 in. long, 9 ft. 2 in. broad, and 13 ft. 6 in. deep, supposing a cubic foot of water to weigh 1,000 oz.?

6. Find the continued product of x^2+xy+y^2, $x-y$, and x^3+y^3; also find the product of $x-\sqrt{xy}+y$ and $\sqrt{x}-\sqrt{y}$.

7. Divide $y^3-3y^2x+5yx^2-3x^3$ by $y-x$, and $x^2-(a+b)x+ab$ by $x-u$.

8. What is an axiom? State the axioms employed in the solution of equations. State also the rule of transposition, and prove it by means of the axioms.

9. Solve the simple equation $\frac{x}{2}-\frac{x}{3}+\frac{x-1}{4}-\frac{x-2}{10}=3\frac{3}{4}$; also the simultaneous equations $3x+2y-5z=8$, $x-y-9z=-8$, $5x+6y+3z=6$.

10. Solve the following quadratic equations:

$$x^2-17x=-60;\ \frac{2x}{2x+1}+\frac{2x+1}{2x}=2\frac{1}{6}.$$

Explain also how quadratic equations arise from simple ones.

11. If a circle be described on the radius of another circle as diameter, show that any straight line drawn from the point of contact to the outer circumference is bisected by the inner one.

12. Show how to describe a circle about a given triangle. Prove that its diameter is equal to the quotient of any side of the triangle divided by the sine of the opposite angle.

13. Prove that in any plane triangle the sides are proportional to the sines of their opposite angles, and show in what cases this theorem leads to ambiguous results in the solution of plane triangles.

14. Extract the cube root of 445. Explain also the reason of the process.

15. What distance is travelled in an hour, in consequence of the rotation of the earth, by a person situated in latitude 45°?

JUNIOR CLASS.

1. If $a:b::c:d$, prove that $a^3+b^3:a^3-b^3::c^3+d^3:c^3-d^3$.

2. A ladder is gradually raised against a wall. Find the locus—1st, of its middle point; 2ndly, of any other point.

3. Solve the simultaneous equations, $2x^2+3xy+y^2=20$, $5x^2+4y^2=41$.

4. Solve the equation, $2x^4-9x^3+14x^2-9x+2=0$. Why may this equation be termed a reciprocal one?

5. Given the common ratio, the number of terms, and the sum of a geometrical progression; determine the first and last terms. Show also how the expression for the one may be deduced from that for the other.

6. One root of the cubic equation $x^3-2x^2-16x+32=0$ is 2; find the other roots.

7. Prove the exponential theorem. At the same time investigate an expression for $\log_\varepsilon(1+x)$.

8. Find by approximation a root of the equation $x^3+x=150$.

9. Prove the following theorems of plane trigonometry, viz.:—

$$\tan A=\sqrt{\frac{1-\cos 2A}{1+\cos 2A}}$$

$$\tan\frac{A-B}{2}=\frac{a-b}{a+b}\cot\frac{C}{2}.$$

10. Explain the construction of the theodolite.

11. Explain why sin A determined from sin 2 A admits of four values.

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Examination Papers for Sessional Examinations.

12. Prove that if four quantities are proportional according to Euclid's definition of proportion, they will also be so according to the arithmetical definition.

13. The distance between the centres of two wheels is a, and the sum of their radii is c; find the length of a string which wraps round them and crosses between.

14. If $\frac{1}{1-3x+2x^2}$ be developed in a series of ascending powers of z; find the coefficient of x^n.

SECOND YEAR'S CLASS.

1. Find two numbers whose difference, sum, and product are in the proportion of 2, 3, and 5.

2. Define the term "logarithm." Prove that in any system of logarithms, $\log.xy=\log.x+\log.y$, and show how, a table of logarithms to any base a being given, the table to any other base b may be caloulated.

2. If two chords of a circle intersect at right angles, the sum of the squares of the segments will be equal to the sqnare of the diameter.

4. Deduce the expression for the area of a triangle whose sides are a, b, and c, and from the form of the expression determine under what conditions it is real. Find the area of the triangle whose sides are 4, $4+\sqrt{3}$, and $4-\sqrt{3}$.

5. Prove that in a spherical triangle

$$\frac{\sin A}{\sin a}=\frac{\sin B}{\sin b}=\frac{\sin C}{\sin c}$$

and explain on what principle the corresponding theorem in plain trigonometry may be deduced.

6. Given the sun's altitude and declination, and the time of observation; show how the latitude of the place may be found.

7. Prove that $\cos\theta=1-\frac{\theta^2}{1:2}+\frac{\theta^4}{1,2,3,4}-$ &c., and show that the series is always convergent.

8. Prove that $x^2+y^2+lx+my+n=0$ is the equation of a circle. Determine its centre and radius.

9. Find for what values of x the function $\frac{x^2+3}{x+1}$ becomes a maximum or a minimum.

10. Prove that every plane section of a sphere is a circle; also that a sphere may be made to pass through any four points in space which are not in one plane.

11. Find the relation between a and b in order that the straight line $\frac{x}{a}+\frac{y}{b}=1$ may touch the circle $x^2+y^2=r^2$.

12. Investigate the general equation of the tangent to a plane curve. Find the equation of that straight line which touches the parabola whose equation is $y^2=4mx$, at the point for which $x=m$, $y=2m$.

13. Find by integration the area of the curve whose equation is

$$y=\sqrt{x}+\sin\pi x+\frac{1}{x}$$

between the limits $x=1$ and $x=2$.

SECOND YEAR'S CLASS.

1. Sum the two following series ad inf., viz.:—$\frac{1}{1\cdot2}+\frac{1}{2\cdot3}+\frac{1}{3\cdot4}, \cdots$ and $\frac{1}{1\cdot2\cdot3}+\frac{1}{2\cdot3\cdot4}+\frac{1}{3\cdot4\cdot5} \cdots$

2. Expand $\log_\epsilon (1+x)$ in ascending powers of x, and hence deduce a series for the rapid calculation of logarithms in the system whose base is 10.

3. If a straight line be drawn from the extremity of any diameter of an ellipse to the focus, the part intercepted by the conjugate diameter is equal to the semi-axis major.

4. Give Cardan's solution of a cubic equation, and show that it is directly available for those cases only in which but a single root is real, but may by trigonometry be made so for the case in which all the roots are real.

5. Prove that the locus of the foci of all parabolas which have a common vertex and touch the same straight line will also be a parabola.

6. Investigate fully the conditions under which $\phi(x)$ assumes a maximum or minimum value. Apply them to the function $\frac{(x+a)^3}{(x+b)^2}$.

7. State the theory of the maxima and minima values of a function of n variables—1st, when those variables are independent; 2ndly, when they are subject to m connecting relations. Demonstrate in particular the validity of the method of indeterminate multipliers.

8. Deduce the equation of the evolute to the ellipse, and interpret the result in the particular case in which the ellipse becomes a circle.

9. Integrate the following differentials:—

$$\frac{dx}{(x-1)(x^2+1)}, \quad \frac{x^{\frac{1}{3}}dx}{\left(a^{\frac{2}{3}}-x^{\frac{2}{3}}\right)^{\frac{3}{2}}};$$

and show how to integrate $\varepsilon^{ax}(\cos x)^n dx$, and $\varepsilon^{ax}\sin mx \cos nx dx$.

10. Investigate the relation which exists among the segments of the sides of a triangle made by three straight lines drawn from the angular points and passing through the same internal point.

11. Give some illustrations of the principle of continuity in geometry. Apply it to extend the relation referred to in the last question.

12. The middle points of the diagonals of any *complete* quadrilateral are in a straight line.

13. Find the equation of a plane which passes through two given points and is perpendicular to a given plane.

14. Given the vertical angle of a triangle and the sum of the containing sides, find the locus of a point dividing the base in a given ratio.

George Boole, *Professor.*

Natural Philosophy—Junior Division.

1. Describe the method of filling, sealing, and graduating a Fahrenheit's thermometer.

2. The solution of solid bodies in liquids is frequently attended by the production of cold; how is this explained?

3. Describe some form of hygrometer.

4. What are the fundamental laws of refracted light?

5. What is the cause of the colours observed on looking through a prism; and why are they not seen on looking through a plate of glass with parallel faces?

6. Explain the principle of the stereoscope.

7. Why is the crystalline lens in the eyes of fishes of nearly a spherical form?

8. How would you distinguish a magnet from a magnetic substance?

9. Enumerate the chief sources of electricity.

10. A current of electricity passes from south to north over a magnetic needle; what action does it exercise on the needle?

11. How would you charge a gold-leaf electrometer by induction?

12. State the defects of Cruikshank's battery, and how they are remedied in some modern forms of one and two fluid batteries?

Natural Philosophy—Junior Division.

1. What is meant by the mechanical advantage of a machine, and what is the mechanical advantage of a lever whose longer arm is three times the length of the shorter?

2. If a heavy body be suspended by a fixed point, what must be the position of the centre of gravity in order that the equilibrium may be stable?

3. How is the power of a screw calculated?

Appendix C.

Examination Papers for Sessional Examinations.

4. State the "laws of motion," and some experiments which tend to prove their truth.

5. What is meant by an uniform accelerating force, and what is the precise meaning of saying that the force of gravity $=32$?

6. To what height would a heavy body ascend, if projected upwards in vacuo with a velocity of 150 feet per second?

7. What is meant by a body being perfectly elastic?

8. A fine platinum wire may be caused to float on water; how is this to be explained?

9. A body which weighs 75 grains in air, weighs 50 grains in spirit, of specific gravity ·92; what is the specific gravity of the body?

10. Explain the construction of the air-pump?

11. How is it shown that sound is caused by the vibrations of the air?

12. What is meant by the terms amplitude and length of a wave, and how is the character of a sound dependent on their extent?

NATURAL PHILOSOPHY—SENIOR DIVISION.

1. What is meant by the "specific heat" of a body, and how may it be determined?

2. State the chief circumstances which influence the rapidity of evaporation of a liquid.

3. On passing from the liquid to the solid state, some bodies expand, others contract; state some instances of each.

4. How is the focal length of a compound lens to be determined from knowing the focal lengths of its component lenses?

5. By what means are the object glasses of telescopes achromatized?

6. What are the characteristics of polarized light, and how may the plane of polarization be determined?

7. How is the velocity of sound determined, and how is it influenced by the temperature of the air, and direction and velocity of the wind?

8. What is meant by the magnetic equator of the earth, and how is it determined?

9. Although the spark obtained by discharging a Leyden jar possesses intense heat, it may be passed through gunpowder without exploding it, how do you account for this?

10. By what means can a current of electricity be caused to rotate round a magnet?

11. When a Leyden jar is charged by connecting its inner coating with the prime conductor of the electrical machine, why is there an excess of electricity on the inner coating?

12. An object is placed at a distance of 12 inches from a meniscus lens of 6 inches focal length, where will the image be formed?

MATHEMATICAL PHYSICS.

1. How are the nodes, and inclinations to the plane of the ecliptic of the planetary orbits ascertained?

2. In what way is the duration of a lunar eclipse determined?

3. Investigate the law of atmospheric refraction.

4. How would you determine the principal focus of a combination of two lenses separated by a given interval?

5. A ray of light enters a sphere of water, and emerges after two reflections, determine when its deviation is a maximum.

6. A ray of light is incident on a prism, determine the position of minimum deviation.

7. From the law of gravity deduce Kepler's third law.

8. Explain what is meant by the aberration of light.

MATHEMATICAL PHYSICS.

1. An uniform plank rests on a rough horizontal cylinder, their directions being perpendicular to each other, find the greatest weight which can be suspended from one end of the plank without its sliding off the cylinder.

Appendix C.

Examination Papers for Sessional Examinations.

2. Prove the principle of the "composition of rotations."
3. Determine the centre of gravity of a paraboloid of revolution.
4. An uniform chain has one portion resting on a horizontal plane, the other hanging vertically; investigate its motion.
5. Also determine the path described by its centre of gravity.
6. A heavy body oscillates round a horizontal axis, prove that the length of the equivalent simple pendulum $=l+\frac{K^2}{l}$, where l is distance of centre of gravity from axis, and $MK^2=$ moment of inertia of parallel axis through centre of gravity.
7. Investigate the motion of a heavy body descending through a resisting medium, the resistance being as the square of the velocity.
8. Investigate the general equation of surfaces de niveau, viz.: $\rho(Xdx+Ydy+Zdz)=0$; and hence determine the form assumed by the surface of a liquid contained in a cylindrical vessel, and caused to rotate round a vertical axis.

ENGINEERING PHYSICS.

1. How would you determine the volume of steam of a given pressure which can be obtained from a given quantity of water?
2. What mechanical effect is obtained by evaporating ten cubic feet of water into steam, having an elastic force of 45 lbs. per square inch?
3. Compare the mechanical effects produced by the evaporation of one cubic foot of water into steam, at a pressure of 60 lbs. per square inch, in the following cases:—

   a. Without condensation.

   b. Steam condensed to temperature 90° Fahrenheit.

   c. Steam cut off at one-fourth stroke, and condensed as before.
4. Describe M. Borda's method of allowing for the expansion of measuring rods for surveys.
5. Prove that an ordinary undershot water-wheel cannot render available fifty per cent. of the entire power of the stream.
6. In a locomotive, given the resistance to the transport of the engine, how would you determine the resistance to the motion of the piston?

ENGINEERING PHYSICS.

1. Calculate the amount of work necessary to convey 1,000 cubic yards of earth, specific gravity 1·5, up an incline of 1 in 80, for a distance of half a mile, the friction being 20 lbs. per ton.
2. In what time would a heavy body descend this incline, friction being the same as before?
3. What velocity would a weight of two tons, falling through a height of sixteen feet, communicate to a body weighing four tons, both being non-elastic?
4. A frustum of a cone, whose height is six feet, and diameters of top and bottom, four and eight feet respectively, is filled with water: calculate the pressure on its surface.
5. To what height would the water ascend in a cubical diving bell, whose edge is six feet when it is immersed to a depth of twenty feet?
6. Explain, accurately, the method of measuring heights by the barometer?
7. A homogeneous chain, weighing half a ton, is fastened at its extremities to two points, sixty feet apart in the same horizontal line; calculate the tension at the lowest point of the curve, supposing it to be ten feet lower than the points of support.
8. Prove that the equation of the curve formed by this chain may be got by eliminating s from the following equations, viz:—

$$=\int\frac{s\,ds}{\sqrt{h^2+s^2}},\quad x=\int\frac{h\,ds}{\sqrt{h^2+s^2}}.$$

JOHN ENGLAND, *Professor.*

Examination Papers for Sessional Examinations.

CHEMISTRY.

N.B.—The Name and Faculty of each Student to be written at the top of each sheet of paper. 2. Prizemen are, in the first place, to answer the last eight Prize Questions, and afterwards as many of the Pass Questions as possible.

PASS QUESTIONS.

1. What is meant by the terms electro-negative and electro-positive bodies? Give examples from elementary and compound substances.

2. Write the formulæ of sulphite and hyposulphite of potash; of sesquisulphide of iron; of sulphate and bisulphate of potash; of phosphate of the sesquioxide of iron; and of a double salt.

3. Give the different processes for making hydrogen, and mention its properties.

4. What is the law of multiple proportions?

5. Explain the law of combination by volume.

6. Describe the process for making English sulphuric acid.

7. What are the tests for NO_5, CO_2, SO_3, HI, HCl, and Po_5?

8. Give the process for making potassium, and explain the phenomena which take place on throwing the metal on a solution of red litmus?

9. Give the tests for the salts of zinc, manganese, copper, lead, antimony, and cadmium.

10. How is lead extracted from its ores?

11. How is the quantity of nitrogen in organic substances ascertained?

12. Give the mode of preparation and the properties of hydrocyanic acid.

PRIZE QUESTIONS.

[To be first answered, and afterwards as many of the Pass Questions as possible.]

13. Give the modes of preparation and the properties of oxygen in its allotropic form.

14. Explain the law of Isomorphism.

15. Explain the binary theory of salts.

16. What are the characteristic properties of the proto- and of the per-salts of tin, which make them valuable in the arts?

17. Salts of silver, copper, manganese, baryta, and magnesia, are in the same solution; how would you separate them from each other?

18. How would you construct the rhombic dodecahedron? Give the notation of its faces.

19. Explain the theory of types, and give examples of homologous series.

20. ·600 milligrammes of dry morphia absorb ·084 milligrammes of HCl. Calculate the atomic weight of morphia—

$$Cl = 35{\cdot}5.$$

J. BLYTH, *Professor.*

BOTANY.

1. Distinguish the family *Hypericineæ.*

2. To what British family of *Phanerogamia* does the following diagnosis apply: "*Perianth* petal-like, of six divisions; *Stamens* six; *Ovary* three-celled, inferior"?

3. What is meant by an 'epigynous' flower?

4. Compare the 'spike,' 'panicle,' and 'raceme.'

5. What characters distinguish the tissue of the 'liber'?

6. What plants were included by De Candolle in his division *Cellulares?*

7. Define the three principal modes of arrangement which the 'fructification' presents in the genera of British Ferns.

8. What species of *Coniferæ* are indigenous to the British Isles?

ZOOLOGY.

1. What mammals are included in the order *Bruta* or *Edentata?* Give a brief account of their geographical distribution.

2. Distinguish Serpents from true Saurians.

3. To what group of *Entozoa* does the subjoined definition apply: "No digestive apparatus; sexes distinct"?

Appendix C.
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Examination Papers for Sessional Examinations.

4. Define the two orders of the class *Cephalopoda.*

5. Explain the expressions 'hæmal' and 'neural,' as applied to the regions of the body. From which of these regions is the 'mantle' of the *Mollusca* developed?

6. In what does the function of respiration essentially consist?

7. What is meant by the 'development' of plants and animals? Why is development our necessary guide to a right appreciation of the affinities of living beings?

8. What orders of *Crustacea* seem wholly extinct?

Physical Geography.

1. Define the terms 'isoclinic,' 'isogonic,' and 'isodynamic,' as applied to terrestrial magnetism.

2. What is meant by the expression 'stratum of invariable temperature'?

3. Compare, as to contour and general outline, the old and new continents.

4. Towards what coasts of the continental masses do the waters of the warm oceanic currents principally tend?

5. Explain the nature of hail.

6. Name the more important agencies which aid the distribution of plants.

7. From what districts are the following commercial products derived:—Cinnamon, cochineal, cotton, gutta-percha, palm-oil, and teak?

8. Explain what is meant by the phrase, 'natural means of selection.'

J. Reay Greene, *Professor of Natural History.*

Geology and Mineralogy.

1. Describe the features which characterize each of the four great groups of rocks.

2. What is the nature of *Porphyry;* and to what series of rocks does it appertain?

3. In what position do metamorphic rocks generally occur: Name and describe some of the most common forms of these rocks.

4. In what portion of the British Isles do the oldest sedimentary rocks occur; and what relation do these bear to the rocks which support and which overlie them?

5. What fossils serve to indicate the Lower member of the Devonian or Old Red Sandstone formation?

6. Describe the general features of the Coal Measures, the relation which coal seams bear to the accompanying rocks, and the fossils which are found in the greatest profusion in connexion with coal.

7. What is the association of fossils which occur in the Upper members of the Trias of the Austrian Alps?

8. What is the nature of the building stones of Bath and Cheltenham; and in what position in the mesozoic series do these occur?

9. What is the geological position of the Speeton clay; and what substance does this yield of value among building materials?

10. What is the age of the *Nummulitic* limestone; and in the Alps what rocks support and what rocks succeed this limestone; and what are the geological relations of these several deposits?

11. Where, and under what circumstances, do the Older Pliocenes of Great Britain occur; and what is the nature of their fossil contents?

12. What are the phenomena exhibited by the Pleistocene deposits which have induced geologists to regard this epoch as accompanied by Arctic conditions?

13. What are the six systems of Crystallography; and in each of these systems what is the arrangement of the axes?

14. What is the nature of the mineral *Orthoclase;* to what system does it belong; and where does it usually occur?

15. Describe the characters of *common Iron Pyrites.*

16. What are the characters of *Tourmaline;* and in what rocks is this mineral most frequently found?

Robert Harkness, *Professor of Geology and Mineralogy.*

Appendix C.

Examination Papers for Sessional Examinations.

SESSIONAL EXAMINATION IN ENGINEERING—JUNIOR CLASS.

1. How would you construct a hexagon on a given line?
2. Give a method of constructing a five-centred arch.
3. Under what circumstances will the projections of a curve on two planes, at right angles to each other, not be sufficient to determine the curve?
4. Given the horizontal trace of a plane, and its slope, say 1 in 3, find the other trace.
5. Given the traces of two planes, find their line of intersection.
6. Also construct the angle they make with each other.
7. Draw the projections of the shadow cast by a square cap on a vertical cylinder on which it rests.
8. In an isometrical drawing, how would you measure the length of a line lying in one of the isometric planes, but not in an isometric direction?
9. Given the orthographic projection of a point, how would you find its perspective on a given picture plane?
10. What is the vanishing point of a horizontal line making 45° with the picture plane?

SESSIONAL EXAMINATION IN ENGINEERING—JUNIOR CLASS.

1. Construct a scale to measure yards on a map plotted at 5 chains to the inch.
2. Reduce an irregular six-sided figure to its equivalent triangle.
3. In a chain survey, what check have you on the accuracy of the main triangles *before* the work is plotted?
4. At a given point in a field, how would you lay down a line parallel to another—1st, by the chain alone; 2nd, by the theodolite?
5. What precautions must be adopted in chaining over hilly ground?
6. What is instrumental parallax in a level or theodolite?
7. A level being completely out of adjustment, how can you, by means of it, obtain 3 level points?
8. Show that the intermediate sights in levelling do not introduce any appreciable error.
9. Reduce and plot the following observation, exaggerating the slope of the section 10 times.

B.S.	I.	F.S.	H.	R.	D.
10·34					0
	8·21				100
	6·43				200
4·82		7·25			300
	6·19				400
	8·36				500
	12·61				600
12·34		8·72			700
	9·46				800
	4·32 5·91				900 1000
		6·54			1100

10. How may the index glass of a sextant be out of adjustment; and how would you examine if it were so?

SESSIONAL EXAMINATION IN ENGINEERING—SENIOR CLASS.

1. Describe the Ionic entablature.
2. Describe the Corinthian capital.
3. How do the Norman and early English doors differ?
4. Mention some of the features characteristic of the perpendicular style.
5. What is the difference between common and hydraulic mortar? What difference in the manner of making the two kinds should be observed?
6. Write a specification for the best kind of concrete to be used in making a foundation for any important work.
7. Give the items which go to make up the cost of such concrete, giving as far as you can, their amounts, or showing on what their amounts will depend.
8. Write a specification for the stone masonry in the bridge shown in the accompanying drawing.
9. What is the weight, per cubic yard, of—1st, stone masonry; 2nd, brick-work; and what is the weight ordinarily allowed per square foot of foundation, also per square foot of section of piles in a foundation?
10. Write a specification for the piles and pile driving under a quay wall, say 15 feet high, on a bottom of

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SESSIONAL EXAMINATION IN ENGINEERING—SENIOR CLASS.

1. Prove the formula for the discharge from a rectangular aperture, $D=C_d\sqrt{2\ g\ h}\ A\left(1-\frac{1}{96}\frac{d^2}{h^2}\right)$.
2. How does the velocity of approach in a narrow channel affect the discharge over a weir?
3. How is the flow of water through a pipe determined?
4. What are the principles on which the strength of a beam to resist a transverse strain is determined?
5. Show that in beams of the same material, and similar cross section, the neutral axis divides the depths of the beams in the same proportion.
6. What is the breaking weight of the beam in the Drawing No. 1, on the table?
7. Calculate the maximum strain which can come on the diagonal d of the Warren girder, shown in Drawing No. 2.
8. What should be its cross section?
9. In a bridge of three arches, of sixty feet span and twenty feet rise over a river, describe the details of construction from the level of the top of the piers upwards.
10. Give the details of the construction necessary to enable a train to pass from one line of rails to another on the same railroad.

ALEXANDER JACK, *Professor.*

SECOND YEAR STUDENTS.—HISTORY AND DISEASES OF FARM ANIMALS.

1. Name the ordinary farm animals, and give the class, family, and generic and specific characters of each.
2. Are any of these animals known to exist at present in a state of nature? If any of them be not so found can you name the animals to which they seem to be most nearly allied, and the countries they inhabit?
3. Give a list of the more important breeds of farm animals and the characters by which they are distinguished.
4. Make a pen-and-ink sketch of the skeleton of the horse, and point out by numbers attached the several bones of the skeleton.
5. Describe the digestive organs of the ox, and show in what respect they differ from those of the horse.
6. Describe the processes of respiration and nutrition of a farm animal.

7. State the general principles which should be held in view in the breeding and treatment of farm animals.

8. Describe what are known as the "points" by which well-bred animals are distinguished.

9. Name and describe the more common diseases to which farm animals are liable, and the means to be adopted for their prevention and cure.

SECOND YEAR STUDENTS.—PRACTICE OF AGRICULTURE.

1. Describe what is meant by the terms "superior," "inferior," and "medium" agricultural soil.

2. Can you refer to a recorded instance of the successful reclamation of inferior land? If you can, please describe it, and the means adopted for its improvement, the cost of the several processes per statute acre, with the result.

3. Show the cost per statute acre of producing and storing a good crop of mangolds, on land in fair condition, and which, in its present state, is value for 25*s.* per statute acre.

4. Show the cost of producing, harvesting, and preparing for market the grain of an acre of wheat, on land similar in quality to the above, and which is adapted to wheat culture.

5. Suppose the wheat of Question 4 to be sold, and the mangolds of Question 3 to be applied to the fattening of cattle, give the money value of the nitrogen, phosphoric acid, and potash which, in each case, has been removed from the land.

6. Can you draw any inference, from the reply to the last question, bearing on the Lois-weedon system of wheat-growing, or to Liebig's statement that it is erroneous to suppose that we can by growing and consuming green crops on the farm increase its fertility.

7. Prepare a pen-and-ink sketch plan and elevation of a cow-house for twenty cows, and a stable for six horses; with dimensions and an estimate for erecting the same.

8. Name the kinds of grasses and forage plants, and the quantity of seed of each that should be sown for soiling, and also for laying down good land to permanent pasture and meadow.

9. Name and describe one or more troublesome weed or weeds, in as many natural families as you can recollect.

10. Name and describe the insect whose attacks often endanger the success of wheat, bean, carrot, and turnip crops.

11. Name and describe the parasitic plants whose attacks often injuriously affect corn, turnip, and potato crops.

12. What are the best means for the prevention of injury by these insects and parasitic plants?

FIRST YEAR.—THEORY OF AGRICULTURE.

1. Define the term "an agricultural soil." Give the origin, the means by which produced, and the usual composition of agricultural soils.

2. Give the more obvious physical properties, and a classification of soils.

3. What constitutes the food of plants?

4. Describe the germination and growth of an exogenous plant.

5. Define the term "manure," and give the general composition of some of the more important manures.

6. Give your views on the subject of rotation of crops.

7. Describe scientifically some of the more valuable grasses and forage plants.

8. Do the same as regards some of the more troublesome agricultural weeds.

E. MURPHY, *Professor.*

METAPHYSICS.

1. Why was the method of Bacon unproductive?

2. Is Descartes proof of the existence of the external world a vicious circle?

3. How do the theories of a pre-established harmony and of occasional causes differ from each other? From what common difficulty did they arise?

Appendix C.

Examination Papers for Sessional Examinations.

4. Give Hobbes' account of sensation. Can such theories ever, in fact, explain the phenomena of sensation?
5. Criticize at length Locke's account of the origin of our idea of time.
6. Compare the account of causation given by Mill and by Hume respectively.
7. What is a synthetical *a priori* judgment?
8. With what object does Kant introduce his paralogisms of the Pure Reason?
9. Is Consciousness a separate faculty? Give reasons for your answer.
10. Explain Sir W. Hamilton's view of attention.

LOGIC.

1. How does logic remedy the defect of the first operation of the mind?
2. What is the use of the division of nouns into finite and infinite.
3. What is a specific difference?
4. Give the rules for good definition with examples.
5. In what sense are metaphysical and logical definition the same?
6. Are the laws of sub-contrary opposition necessary?
7. What is conversion *per accidens*? What classes of propositions can be so converted?
8. Why must the middle term always be distributed?
9. Construct syllogisms in Ferio, Festino, Ferison, and Fresison, and reduce where necessary.
10. Special rules for the fourth figure, with proofs.
11. What is a prosyllogism?
12. What are the spurious modes in hypothetical syllogisms? What fault in categoricals do they resemble?
13. What effect have the new propositions of Sir W. Hamilton upon the special rules for the figures.
14. What is the defect of induction *per enumerationem simplicem?*
15. Explain the nature of the inference in the method of concomitant variations.
16. What effect has the "composition of causes" upon the utility of the experimental methods?
17. Explain the province of "verification" in the deductive method.
18. Distinguish fallacies of non-observation of circumstances from those of mal-observation, with examples.
19. Compare Aristotle's system of predicables with the one adopted by Aldrich.
20. Define "law of nature," derivative law, "empirical law."

G. S. READ, *Professor.*

FACULTY OF MEDICINE.—ANATOMY AND PHYSIOLOGY.

1. Describe the structure and office of the aortic valves.
2. Afford proof of the independent power of the spinal cord, and explain the nature of the reflex function.
3. Mention the chemical composition of the cerebral substance, and describe the white and gray neurine.
4. Describe the sub-arachnoid spaces of the encephalon.
5. Describe the membranes of the spinal cord.
6. State the structure and office of the choroid coat of the eye.
7. Describe the microscopic features of the voluntary muscular fibre.
8. Describe the attachments, relations, vessels, and nerves of the diaphragm.
9. Describe the lobules of the liver. Give an account of the composition and use of the bile.
10. Describe the appearance presented on making a vertical section from concave to convex margin of the kidney.
11. Describe the tonsillitic glands, the pillars of the palate, and the process of deglutition.
12. Describe the impulse and sounds which attend the heart's action.

Appendix C.

Examination Papers for Sessional Examinations.

PRACTICAL ANATOMY.

1. Describe the articular surfaces, ligaments, and synovial apparatus of the sterno-clavicular articulation.
2. Describe the articular surfaces of the astragalus.
3. Mention the origins, insertions, and relations of the hamstring muscles.
4. State the attachments and relations of the pterygoid muscles.
5. Contrast the right with the left subclavian artery.
6. Describe the course and relations of the brachial artery.
7. Describe the origin, course, relations, and branches of the internal pudic artery.
8. Describe the great sciatic nerve.
9. State the connexions of the vesica urinaria in the male subject.
10. What are the objects presenting themselves on viewing the canal of the urethra in the male, from the uvula vesicæ to the meatus externus?
11. Mention the connexions of the submaxillary gland.
12. Describe the course and branches of the brachial or median nerve.

J. H. CORBETT, *Professor.*

PHYSIC.

1. In what diseased conditions of the system do we find hectic fever; and what are its symptoms?
2. State the causes and symptoms of intermittent fever—its division according to types.
3. State the organic diseases likely to arise in intermittent, and their immediate cause.
4. State the grounds which would lead you to suppose a favourable crisis had taken place in a case of continued fever.
5. What indication would you draw from the character of the rash in continued fever? describing the rash in all cases.
6. Mention the symptoms of debility and dyscrasia of the blood in typhus.
7. State the difference between the rash in varicella and variola, and follow the eruption of the latter through all its stages.
8. Describe a severe paroxysm of whooping-cough, and the organic diseases likely to arise in its progress.
9. State the diagnostic difference between a paroxysm of hysteria and a fit of epilepsy.
10. State the difference, in symptoms, between a case of cerebral and spinal paralysis.
11. Explain the causes of cardiac murmurs, both external and internal, and the diagnostic marks of both.
12. State the causes which may produce sudden death in pericarditis.
13. State the pathological changes which may be produced in the lungs, consequent on chronic bronchitis.
14. Enumerate the symptoms which may follow on dilatation of the right side of the heart.

D. C. O'CONNOR, *Professor.*

SURGERY.

1. Describe the process of adhesion, and explain by what agency the newly organized material is formed.
2. What tissues are most disposed to ulceration?
3. When the contents of an acute abscess are absorbed, in what manner is the pus eliminated from the system?
4. How would you treat a gun-shot wound, where the ball has passed through the fleshy parts of the upper thigh, grazing the great trochanter without breaking the bone?
5. Describe what is meant by the term anchylosis; how it is produced; and how it should be treated.

6. What is hernia cerebri; and what method of treatment would you follow for its removal?

7. Describe the operation of amputating the foot, called Syme's operation. What are its advantages and disadvantages?

8. How would you treat retention of urine arising from over-distention of the bladder?

Appendix C.

Examination Papers for Sessional Examinations.

Midwifery.

1. Enumerate the characters which distinguish a well-formed female pelvis; and state in what points the deformity, known as the "ovate pelvis," is defective.

2. Describe the arrangement of the muscular fibres of the Fallopian tube: how are they connected with those of the uterus? To what class of muscular structures do they belong?

3. What is a Graafian vesicle? Give an outline of the changes it undergoes up to its ultimate disappearance.

4. What physiological condition does the presence of menstruation in the human female, or of rut in the lower animals, indicate? How do menstruation and rut differ in their external phenomena?

5. What is meant by impregnation; and what is the essential requisite for its accomplishment? How does it take place in hermaphrodite animals?

6. A woman supposed to be three months pregnant is presented to you for examination; what points would you rely on as reasons for considering that she is so?

7. Give a sketch of the history and pathology of uterine hydatids.

8. In the placenta, do the streams of the fœtal and maternal circulations come into absolute contact; and if not, how are they circumstanced with regard to each other?

9. When the child's head enters the pelvis in the third position, what point of it encounters your finger in a vaginal examination? Give an outline of the various changes of position which it undergoes until it emerges from the outlet.

10. What is the ordinary duration of pregnancy; and how would you calculate the probable time of delivery in a given case?

11. In an ordinary labour the head has proceeded so far as nearly to rest on the perineum, but circumstances render it desirable that you should apply the forceps; describe how you would proceed in every step of the operation.

12. Give the management of a footling case. What is the average mortality in such presentations?

Materia Medica.

1. *Henbane.*—Latin name; plant furnishing it; natural family; constituents; physiological action; therapeutical uses; dose and mode of administration.

2. *Iodine.*—Physical properties; chemical characteristics; action; uses; preparations, with their doses and modes of administration.

3. *Acetate of Lead.*—Physical and chemical properties; action; uses; dose and mode of administration.

4. *Corrosive Sublimate.*—Chemical constitution; preparation; physical and chemical properties; action; uses; dose and mode of administration.

5. Explain the re-actions which take place in the preparation of the Liquor Ammoniæ, Phosphate of Soda, and Sulphuric Ether.

6. Give the doses of Castor Oil, Spirits of Turpentine, Pulvis Ipecacuanhæ Compositus, Laudanum, and Sulphate of Iron.

Prize Questions.

7. Give a general outline of the various changes which therapeutical agents are capable of effecting in the functions of the nervous system.

8. Contrast the action and uses of sedatives with those of debilitants; and state how the individual substances comprised in each class differ one from the other.

9. Describe the different modes and spheres of action of Cathartics; classify them according to their degree of action, and also according to their therapeuti-

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cal indications; mentioning the circumstances which are capable of modifying their action in general.

10. What are the objections to the use of Aloës, Senna, Arsenic, Digitalis, Aconite, and Subnitrate of Bismuth? How can these be obviated?

11. Mention the principal adulterations to which Sulphate of Quinine is liable, and the modes of detecting each.

N.B.—The questions are to be answered in the order set down.

PURCELL O'LEARY, *Professor.*

MEDICAL JURISPRUDENCE.

1. State the difficulties attending the detection of dilute sulphuric acid in the contents of the stomach.

2. Give the symptoms of poisoning by corrosive sublimate, the antidote for this poison, and the processes for detecting it in organic mixtures.

3. A body is disinterred in a good state of preservation after being three months buried. Arsenic is found in large quantities in the liver, in smaller quantities in the blood, and only in traces in the superficial muscles of the trunk. The coffin is much cracked, the soil of the cemetery is wet, and arsenic can be extracted from it. How would you meet the objection, that poison had not been administered, and that the arsenic was derived from the cemetery?

4. Give the process for detecting blood stains.

5. State some of the most important facts connected with the evidence of violence furnished by ecchymosis.

6. Mention under what circumstances the act of respiration may fail to prove that a child has been born alive in the legal sense.

J. BLYTH, *Professor.*

MEDICAL JURISPRUDENCE (LEGAL PART).

1. Describe the legal meaning of a "maim, a wound, a grievous bodily harm," and a "disabling," respectively.

2. What is the principle upon which the opinions of medical men are admitted in evidence as to the cause of diseases or death, and as to the sane or insane state of a person's mind, collected from a number of ascertained facts?

3. Mention the legal proofs essential to sustain an indictment for the crime of infanticide.

4. State the chief grounds upon which the proof of criminal poisoning generally rests. Is it necessary, according to the law of England, that proof of the specific poison by which death has been caused should be shown?

5. On what ground did Erskine rest Hadfield's right to an acquittal?

M. BARRY, *Professor.*

FACULTY OF LAW—FIRST YEAR.—REAL PROPERTY AND CONVEYANCING.

1. Why was a fine so called?

2. What are the requisites to a limitation by way of use, so as to bring the statute of uses into operation?

3. Describe an estate "by the curtesy of England."

4. Explain the office of the habendum, tenendum, and reddendum of a deed, respectively.

5. What is an escrow?

6. Distinguish between a condition and a conditional limitation. Give an instance of each.

7. A power to be exercised by deed or will attested by three witnesses. The donee exercises it by a will attested by two witnesses only. Is this a valid exercise of the power?

FACULTY OF LAW—SECOND YEAR.—PERSONAL PROPERTY.

1. What is the right of "stoppage in transitu;" and when is a vendor entitled to exercise it?

2. What is provided as to a contract of guarantee by the Statute of Frauds?

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Examination Papers for Sessional Examinations.

3. To what extent does the maxim, "caveat emptor," prevail in our law in reference to the goodness of that which is purchased? Refer to some of the leading cases on the point.
4. State the law as to inns and innkeepers, in reference to their responsibility for the safety of goods of guests.
5. State the matters resolved in Twyne's case. What are the badges of fraud in an assignment of goods adverted to in that case?
6. Show how a contract may be void by reason of the character of the consideration, or of the promise founded thereon.
7. What principle of law was decided in Dumper's case? Is it *law* at present?

FACULTY OF LAW—THIRD YEAR.—COMMON AND CRIMINAL LAW.

1. Upon what foundation does the authority of the Civil and Canon law rest in England?
2. To what Court, in general, does the power of issuing a *mandamus* belong?
3. Give an instance of "Injuria sine damno;" and also of a case in which an action will lie at common law, although no damage has been, in fact, sustained by the plaintiff.
4. What is meant by "malice aforethought" in the crime of murder?
5. Describe the offence of conspiracy.
6. Describe an accessory after the fact.
7. Give a general account of the distinction that exists between equity and the common law.

MICHAEL BARRY, *Professor.*

APPENDIX D.

Appendix D.

Report of Proceedings of Meeting.

REPORT of PROCEEDINGS of MEETING of QUEEN'S COLLEGE, CORK, for the DISTRIBUTION of PRIZES and LIST of SESSIONAL HONORS.

The annual distribution of prizes to the successful candidates of the above College took place in the large Examination Hall of the Institution, on which occasion the President, Sir Robert Kane, delivered his annual address. The Examination Hall was densely crowded with a fashionable assemblage, of which a large number were ladies. A raised dais at the end of the Hall was set apart for the accommodation of the President, Vice-President, and the more distinguished visitors, amongst whom were the Lord Bishop of Cork, Cloyne, and Ross; the Right Worshipful Sir J. Arnott, Mayor; Lieut.-Col. Beamish, K.H.; F. B. Beamish, M.P.; and the Ven. the Archdeacon of Cork. The President and Vice-President were habited in the costumes of their respective positions. The Mayor, who wore his aldermanic gown with the collar of SS., was accompanied by his secretary, Mr. Franklin, the Town Clerk, Treasurer, and other officers of the Corporation, and attended by the mace and sword-bearer bearing the insignia of the Corporation. The entrance of the President and the visitors into the Hall was received with loud cheers from the body of students and strangers who filled the Hall. Among the Professors and Officers of the College, each of whom wore his academic robes, we noticed Professors Corbett, Anatomy and Physiology; De Vericour, Modern Languages; Rushton, English Literature; Greene, Natural History; Mills, Political Economy; Barry, Law; O'Connor, Medicine; Harvey, Midwifery; O'Leary, Materia Medica; England, Natural Philosophy; Murphy, Agriculture; Boole, Mathematics; Harkness, Geology; Lewis, Latin; Shinkwin, Demonstrator of Anatomy; O'Keeffe, Librarian; Kenney, Registrar; Fitzgerald, Bursar, &c. The following Deans of Residences were present: Rev. Mr. Webster, Church of England; Rev. R. T. Treacy, Wesleyan; Rev. W. Whitelegge, Presbyterian.

Among the members of Town Council and others present there were Messrs. R. Scott (Alderman), Thomas Burrowes, W. V. Gregg (Alderman), M. J. Collins, Philip O'Connell, Denis O'Flyn, Bernard Sheehan, Rev. C. B. Gibson, W. Honohan, James Keane, Bryan Gallway, J. V. Carpeuter, Michael M'Carthy, Barrister; Edward Scott, Isaac Julian, R. B. Cronin, Richard Dowden (R.), &c.

Appendix D.

Report of Proceedings of Meeting.

At one o'clock, the President, having taken his seat, called on the Registrar to read the list of students who had won the prizes at the several examinations. The students were then called forward, and the President presented them with the prizes, consisting of valuable books in various departments of science and literature, attached to their names in the following list:—

John Popham, B.A.—First in Natural Philosophy; first in Mathematical Physics.
Daniel M'M. Testro, B.A.—First in Metaphysics; second in Physical Geography.
Francis Woodroffe, B.A.—First in Physical Geography.
Robert Jamieson—First in Logic; first in Chemistry; first in Mathematics, (Senior).
Robert R. Kane—First in Natural History; second in Chemistry; second in Mathematics (Senior).
John Ambrose—Second in Mathematics (Senior).
Abram Palmer—First in Greek (Senior).
Robert Orr—First in Natural History; first in Latin (Senior).
Denis Keogh—First in Latin (Senior).
John Scott—First in Greek (Junior); second in Mathematics (Junior).
William Babington—First in Greek (Junior); second in Latin (Junior).
Edward B. Gardiner—First in Greek (Junior); first in Latin (Junior); third in English Language.
Joseph Scott—First in Greek (Junior).
Patrick Scott—First in Mathematics (Junior).
James Kelly—First in French (Arts).
Robert Lyon—First in Mathematics (Junior); second in English Language.
Henry Ridings—First in Engineering.
Richard Hall—Second in Geology and Mineralogy; third in Engineering.
Edward Mansfield—Second in Engineering: second in Geology and Mineralogy.
Robert Sterling—First in Engineering (Drawing).
Thomas Strangman—First in Geology and Mineralogy; first in Agriculture; first in Celtics (Junior).
Henry Donovan—Second Year Law.
Thomas Lloyd—First Year Law; first in Celtics (Junior).
Stephen O'Sullivan—First in Celtics (Senior).

MEDICINE.

Henry Lawson—First in Medical Jurisprudence.
James S. Levis—Second in Medical Jurisprudence; First in Practice of Medicine.
Joseph L. Curtis—First in Practical Anatomy; second in Midwifery; second in Surgery.
William H. B. Clapp—Second in Practice of Medicine.
Edmond Willet—First in Surgery; first in Midwifery; second in Practical Anatomy.
Stephen O'Sullivan--First in Anatomy and Physiology; second in Materia Medica; second in Practical Chemistry.
James R. Swanton (Second Year)—First in Practical Anatomy; first in Materia Medica; third in Anatomy and Physiology (Second Year).
Daniel Donovan—Second in Anatomy and Physiology (Second Year); second in Practical Anatomy (Second Year); second in Materia Medica.
Frederick H. Dunbar—First in Practical Chemistry.
F. Albert Purcell—First in Anatomy and Physiology (First Year); second in Natural Philosophy.
Adam Orr—Third in Practical Chemistry.
James Barry—First in Natural Philosophy; third in Chemistry.
James J. Ryan—Second in Natural Philosophy; 3rd in Practical Anatomy.
John N. O'Keeffe—First in French (Medical).
Eugene M'Sweeney—Second in French (Medical).

The President then rose and delivered the following

ADDRESS.

I do not consider it necessary to-day to occupy your time with explanations of the system of united education which the Queen's Colleges have been formed to carry out, or to call your attention to any detailed evidences of the success which has followed from the exertions of the Professors and of the students, by whom the education here given has been so usefully availed of. Much misconception that did exist has been removed, and much prejudice softened down by the gradual enlightenment of opinion, which, in a community intelligent and progressive such as that I have the honour to address, is certain to prevail. A friendly and tolerant spirit of co-operation and support has naturally resulted from practical

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experience of the results which have followed from the establishment of this and other kindred institutions. Of this improvement we have already begun to collect the fruits, although the full enjoyment of its beneficial consequences may be reserved for a more distant day. Being thus fortunately freed from the necessity of any special reference to such considerations, I am enabled to point with satisfaction, in which all can join, to the greatly increased number of our students in all departments, to the creditable proof of their proficiency in collegiate studies, evidenced by the prizes that have been to-day conferred, to the eminent success of so many of our students at the higher ordeal of University distinction, in October last, and to the honourable places obtained by candidates educated in this College at the various competitive examinations for admission to the public service. At the University examinations the character of this College was most successfully sustained: in the mathematical and physical sciences by Mr. Popham, Mr. Ridings, Mr. O'Regan, and Mr. Power; in literature, by Mr. Brown and Mr. Clery; in mental science, by Mr. Testro; whilst, in the professional courses of study, Dr. Levis, Mr. Barry, Mr. Unkles, and Mr. Strangman obtained University honors, in addition to the diplomas or degrees of their respective faculties. In regard to the competitive examinations for the public service, this College has, during the past year, been very creditably represented. At the examinations for the army medical service, appointments were obtained by Dr. Gore, Dr. Jones, Dr. Gillespie, and Dr. Franklin. In the examinations for the Indian medical service, places were obtained by Dr. O'Kearney and Dr. Levis, and in the examinations for engineers, under the branch of public works of India, distinguished places were obtained by Mr. Denmeade and Mr. Beauchamp.

In reference, however, to another and a very important competitive examination for the public service, that for the Indian Civil Administration, some misconception has arisen as to the position of this College, and it is due to the interests of my colleagues and of our students that such misconception should be removed. Fortunately that can be very easily done. Public attention has been called to the fact that at the last examinations for the Indian Civil Service there appeared on the printed lists no candidates from this College, whilst another of the Queen's Colleges was creditably distinguished by having sent forward several (I believe five) successful candidates. The Council and Professors of this College were accused of remissness in their duty by having neglected to qualify our students for so eligible a career in life as the Indian Civil Service, and their supineness was unfavourably contrasted with the zealous activity manifested elsewhere. Those critics, however, although with the best possible intentions, acted on very imperfect information. It had escaped their recollection that the competitive examinations for the Indian Civil Service had practicably originated in this College, and were not likely to be now neglected. It was forgotten that on other occasions Cork alone, of the Queen's Colleges, had sent forward successful candidates, and that such fluctuations must naturally occur, from time to time, in all such institutions. It was not remarked that the high standard of qualification of candidates from this College had afforded to the advocates for the system of competitive examinations striking examples of its advantages to the public service. It was not noticed, what a little inquiry should have at once shown, that the statement itself, on which those criticisms were founded, was entirely groundless, and that, in fact, at the last examinations for the Indian Civil Service, this College was represented, and with great credit, by a candidate who attained not merely to success in the examination, but to a distinction peculiarly honourable to himself and to this College.

Mr. Robert Spedding had been a student of this College for four years, and had proceeded to his University degrees of A.B. and A.M. from these Halls. He last year decided on competing for the Indian Civil Service; but it appeared that just then the authorities of Belfast College, being anxious to stimulate the energies of their students, especially in regard to so desirable an object, announced that a very large sum of money would be given as a prize to be competed for in a course of study similar to that of the Indian Civil Service. As the students of one Queen's College have the privilege of passing to another with equal rank, it occurred to Mr. Spedding that he could avail himself of the opportunity, and on his way to India go round to Belfast and see what could he done there. He did so, and he carried off the first prize on his way, at the Belfast examination, but as he had to be entered on the Belfast books, in order to qualify for their prize, he thus was necessarily forwarded on to India as from the Belfast College. Under those circumstances, however, I think we may fairly claim that Cork College was by no means unrepresented at the Indian examinations. However, on this point, I would beg to offer a further remark as to the arrangements which, on the whole, it is considered most desirable to make in this College, as to preparation for the Indian Civil Service Examination.

In some institutions a system of special instruction in the subjects of examination has been introduced, which supersedes, to a great extent, the ordinary course of education, and which has certainly the merit of sharpening up the candidate efficiently for that one definite object, and increasing his chances of success at such an examination. This system has, however, many and serious disadvantages. It is very well for the candidate who succeeds by means of it, but for those who do not—and on such occasions there must be many competitors unsuccessful—the time thus taken away from general education, and from the preparation that might be available for other careers in life, is practically lost at a period of life when such loss of time is an irretrievable injury. That kind of special preparation also is extremely liable to degenerate into what is technically termed *cramming*, where success at the examinations is all in all, but education, in the true sense, is not an object. This disadvantage has been remarked, as I have heard, by persons who have conducted those examinations, and who find that the class of candidates now specially prepared do not attain so high or so well grounded a standard of education as did the class of candidates who presented themselves before this special cramming system was employed. Some most excellent institutions, in which this special training had been organized, have become so sensible of its injurious effects on the general system of education as to have relinquished it, and, while affording every assistance and facility to those who may wish to prepare for such examinations, no longer hold out any special inducement or open any royal road to enlist candidates. In those opinions I believe my colleagues in this College, for the most part, concur.

Some three years ago the subject was fully considered by the Professors, and it was decided that whilst attention should be called to those subjects of instruction as given in the College, that might be useful to parties preparing for Civil Service examinations, and especially to those extra classes which may be considered as supplementing the ordinary course, it was not considered desirable to disarrange the regular system of instruction, or to excite persons to become candidates, perhaps to the injury of their prospects otherwise, by framing any special system of competitive classes, which might divert the time and attention of the Professors, already so fully and so usefully occupied, to an object of questionable advantage. The comments on this subject, which took place in autumn, induced the Professors and Council to again consider whether from subsequent experience it appeared desirable to make any alteration in those views. It has been found, however, that the candidates prepared under the actual system in the College, have been almost uniformly successful; and that whilst every assistance and encouragement is at present given to those who wish to prepare for such careers, it is better to refrain from any system of hot-bed inducements which might lead young men away from pursuits for which they are more peculiarly adapted, to a career in which, although on the one hand, success may have brilliant results, yet, on the other hand, failure is attended with many and serious disadvantages.

The present appears to me a suitable opportunity to bring under your notice some recent arrangements of the Queen's University Senate, which are likely to influence, in a material degree, the educational system in this College, and, as we hope, to facilitate the attainment of a still higher cultivation of special branches of literature and science than has been hitherto practically possible by our students. By the University regulations hitherto in force, instruction in classics, in French and mathematics, ceased for an interval of from one to two years before the degree examination, at which, however, every student was required to answer in those subjects, although his attention, during that long interval, had been occupied by other and important studies of different kinds, which necessarily withdrew his attention and his memory from those branches to which his earlier years had been devoted. The student was thus placed in a very embarrassing dilemma, either to keep up his knowledge of those back subjects by reading, which, of course, limited materially the time available for the

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study of the new and advanced subjects, or else to devote himself specially to the subjects of the last year's course, trusting to his recollections of his earlier studies for passing in those subjects at the examination for his degree. In either case it practically resulted that the student, when presenting himself for his degree examination, had to qualify himself in so many branches of knowledge, that it was almost impossible, except with such extraordinary ability as must be extremely rare, that the very highest degree of proficiency could be attained in any branch; and hence the remark was made, by very competent and very impartial judges, that while our average students, our graduates as a class, were decidedly superior in knowledge to any similar class of average graduates elsewhere—whilst our pass examinations were, on the whole, of a higher standard than other pass examinations for similar degrees, and that thereby the degrees of the Queen's University have already attained a deservedly high character, and are received everywhere as evidences of education of the severest character and highest value, yet the highest honor examinations were not considered to rank as entirely equivalent to the highest honors of the older Universities, where the arrangements are calculated for the purpose of concentrating attention upon a much more limited field, but obtaining within those limits a more intense and brilliant illumination.

In order to obtain this desirable elevation of our standard of honor examination, but without in any degree sacrificing the extent or the soundness of the course to be followed by the general body of students, who do not aspire beyond obtaining their degree, the Senate has instituted what is officially termed a preliminary examination, but usually called a *little go*, by which, at the end of the second year, the student in arts will pass in all the compulsory studies of the first two years of his course, and will be then left free to devote himself uninterruptedly to the special study in which he proposes to proceed to his degree. Under those circumstances, it is not too much to expect that with such teachers as we have here the happiness to possess—with such means of instruction as are afforded by the Libraries and Museums of this College, we shall be enabled to attain such a standard for University honors in literature and science as shall place our prizemen on an equality with the proudest distinctions of Oxford, of Cambridge, or of Dublin.

Another very important step has been taken in reference to the students in arts, which I shall briefly notice. It is a remarkable feature in this and in all similar educational institutions, that the number of students diminish very rapidly in the senior classes. From changes of destination of young men, from changes in the position of families, from disappointment at want of success, and from various other causes, a number of persons drop off after having been one or two years at College, leaving their education incomplete; and even of those who remain the full time of the A.B. course, a large proportion do not proceed to the seat of the University to obtain their degree. All such persons consequently remain, under the arrangements hitherto in force, without any evidence of University education, and are consequently deprived of what might be a valuable assistance in obtaining employment. To remedy this disadvantage, and to provide those persons who could not devote sufficient time to the full course for the degree in Arts, the University Senate has instituted a diploma of Licentiate in Arts, which may be obtained after a course of study of two years; and the course of study for this licentiateship is not merely shorter in time than that for the degree, but it has altogether a less abstract and more practical character. It is brought more immediately into relation with the wants and peculiarities of professional and business life. It is hoped, therefore, that it will be availed of by many who, not having the means or leisure for three or four years of strictly collegiate study, required for the degrees in Arts, abandon the attempt to secure for their children the advantages of even a more moderate degree of superior education.

Considerable difficulty has been always felt as to the preliminary or general education of medical men. In no profession—in no sphere of life, is the possession of extensive and varied information in literature and science of so much, and such immediate, practical importance as to the medical profession. Improvements in the treatment of disease, or in the knowledge of the structure and functions of our bodies, belong to no one country and to no one period. The power, therefore, of referring to works of various countries and of different languages is, to

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the medical man, an object of special importance. The sources and the action of medicines, the nature and the origin of those various morbific influences, on the avoiding or neutralization of which may depend the lives of thousands—these, and other equally important phenomena, which form subjects of study to the educated physician, require from him a familiar acquaintance with the scientific principles of nature in its widest sense; and it is to the honour of that noble profession, that at all times, and in all countries, where human suffering required relief, its members have been ever found, indifferent to danger, regardless of prejudice, midst squalor and contagion, eagerly proffering the aids and counsels of enlightened experience, the sympathies and consolations of kindly benevolence. With such important, almost sacred, functions, devolving on the medical man, it will be understood how very necessary it is that not merely the special professional subjects of his education should be provided for, but that also that general scientific and literary education which is so indispensable, not merely to complete the professional studies, but to give him in society and with the State that position and influence on which so much of his public usefulness must depend, should he by no means left out of view.

On these grounds it would appear that medical education should include or be preceded by the fullest possible education in Arts; but to this, however desirable, there are serious practical obstacles. The medical profession, requiring so great and so varied knowledge for even moderate proficiency, and not having any distinct connexion with public or political life, was rather avoided by the governing classes, and was left to be dealt with by the various independent Medical Colleges, according to their individual pleasure. The result was very deplorable. In the sister kingdom, where a Dutch auction of diplomas was set on foot, each College lowered its requirements to draw from the others purchasers of its diploma. In this country we may feel an honourable pride in the recollection that the dignity of learning and the honour of the profession never were so outraged, and that up to the present day, the title of an Irish surgeon or physician has been a guarantee that the holder was soundly educated in his profession, and was a gentleman. But it was felt that every attempt to improve or enlarge medical education, by which it might be rendered more costly either in time or money, would result inevitably in sending more candidates to those institutions where diplomas could be obtained for a very small amount of money, and a still more limited proportion of professional education.

Fortunately this state of things may be considered as now belonging to the past. When things are at the worst they must mend, and the attention of Government was at last forced to the necessity for placing the medical profession on a better footing. A Central Medical Council in London, with branch Councils in Dublin and Edinburgh, has been formed, in which this University, and all the other Medical Colleges and Universities, are represented, and with authority to enforce a certain minimum standard of medical education. This does not, nor can it for some time, attain the standard already required by this University, but it is far better than had been required by many licensing bodies hitherto. We shall not fail, by means of our representative in the Council, to represent the necessity for enforcing a larger proportion of general education; and we anticipate that, although it might be too much to compel every medical man to take the degree of B.A., before commencing his professional studies, yet it would be very desirable that the diploma of Licentiate in Arts should be required, especially as the course of education requisite for it has been made to conform, in a great degree, to the peculiar exigencies of the medical profession.

I shall take the opportunity of requesting your attention to one other subject of the recent University regulations. Many here are aware that within the last few years the Universities of Oxford and Cambridge have found that much disadvantage arose from the total isolation of those Universities from the general body of the middle classes; and as no evidence or certificate of education had been obtained by any, except the comparatively few who entered the Universities and proceeded to degrees, those Universities arranged to hold examinations in various parts of England, at which students from any schools, or from private teachers, might be examined in more or less extensive courses of school education, and to those candidates who satisfied the requirements of the examiners, a certificate was awarded, with the somewhat incongruous title of Associate in Arts. The University Senate have considered very fully how far it was desirable

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to adopt or introduce into this country the plan of middle class examinations thus carried out for England. It is true that the Irish Universities, whether the University of Dublin or the Queen's University, are far more closely connected with the general body of the middle classes of the people than are the Universities of Oxford or of Cambridge; and, therefore, that gulf which it has been sought to bridge over in England by means of these new arrangements, scarcely exists, or at least is by no means so wide or so impassable with us. It appeared, however, to the Senate, that even in this country considerable advantage would be gained by affording to those who cannot secure for their children the time and cost of a University education the means of testing the value and sufficiency of the education they may have received at school. It is expected that, on the one hand, a certificate of proficiency in school education, of the first or second class, according to the regulations which have been issued, will find that certificate available to him in reference to the various employments, clerkships, &c., in business life; and a great number of important commercial establishments and firms in London, and Dublin, and Belfast, have announced that they would give a preference for such offices to young men whose diligence and capacity should have been thus satisfactorily proved. I cannot doubt, but that in a community so alive to the advantages of education as that of Cork, a similar preference would be shown.

To schoolmasters, as I believe, the advantages of those examinations should be still more immediate and more decisive. Hitherto the sole criterion as to the excellence of his school, or the judiciousness of his arrangements for instruction, was the success of his pupils at the entrance or scholarship examinations of his pupils in the Queen's Colleges or Trinity College, Dublin. But those examinations had reference merely to the subsequent courses of those Colleges, and had no connexion with any career or objects external to the College. The schoolmaster was, therefore, driven to subordinate in the school every thing that did not belong to the College courses. Hence we had in the best schools lads sent out crammed with Greek and Latin who could not write or spell English: good mathematicians who could not work a sum in the Rule of Three. Practical English mercantile education was considered unworthy of attention, because it made no show in an advertisement of the places obtained at entrance here or in Dublin. A great deal has been done to remedy this by the importance attached in the Queen's College and University, and by the Civil Service Commissioners, to English composition, grammar, caligraphy, and arithmetic; but still, I do believe, it will be a great advantage to all heads of scholastic establishments that in addition to the tests of successful classical and mathematical instruction afforded by the entrance and scholarship examinations of the Colleges, they should have also the means of proving their title to public confidence in regard to those branches of practical and mercantile education which those new middle class examinations will afford. I, therefore, do hope that the heads of the several schools in this city and county, whose reputation is already and deservedly so high, will assist in giving practical effect to those intentions of the Senate by presenting candidates for certificates at the examinations which will be conducted by the officers of the University in this city in next June.

Before concluding, I wish to express to our young friends, the students, and to their relatives and friends who may be here present, my sense of what is due to them in recognition of the excellent good conduct which has distinguished them during the past year. I believe it is almost, if not entirely, unexampled in the history of a college, containing close upon 200 students, of various ages and of different religions, that for more than a year there should not have occurred a single case of irregularity, of misconduct, or even of inattention, requiring the notice of the College Council: and this, not from any absence of supervision or laxity of discipline, but from the admirable conduct and steady good sense of the whole body of students. I regard this as being one of, indeed perhaps the most important, feature in our progress. Vain should be the ability and zeal of our Professors; profitless should be the liberality of the State; futile should be even the appearance of strength given by a large number of students, if the conduct of those students had not been such as to inspire confidence in their friends and in the public that, whilst obtaining in this College the most efficient means of secular instruction, they should return to the bosom of their families pure, upright and honourable as they had been committed to us. That such has been

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the result of now so many years' experience is demonstrated by our annually increasing numbers, and by the presence of those most eminent in this city, who would not have honoured this College with their presence on this occasion if they had not full confidence in its arrangements.

To those students who have to receive Collegiate prizes, and to those others who may hope to be equally fortunate at another time, I would point out not merely the eminent positions that are opened to them in the learned professions and in the several departments of the public service, but also, and in even a more important degree, the assistance which the habits of application, the discipline of mind, and the regularity of conduct will certainly afford them in the attainment of the highest positions of commerce or manufacturing industry. We have in this country too much even still lingering of that feudal prejudice in favour of professional or governmental employment over the pursuits of trade or commerce, and there was ground for this at a time when commerce was limited by barbarous restrictions, when trade consisted in a dull and unintelligent routine. But now, when the greatness, the very existence of this Empire rests on the energy, the intelligence, and the independence of its industrial classes—when the several branches of manufacturing and agricultural industry have attained the position of sciences, and the most illustrious names in science deem themselves honoured in explaining or improving technical operations—when the princely liberality of William Browne has gifted Liverpool with a Library, and the benevolence of Strutt has given to Derby a People's Park—when here in Cork, equal to any of those, we see in our respected Mayor, so worthily decorated triply with the municipal crown of this important city, a type not merely of mercantile success, but of the happy combination of that success with exhaustless benevolence and moral worth—then, truly, I feel I am justified in saying to our students, that in this College they have before them not merely the ambition of professional eminence, or the gilded liveries of the State, but, greater than all, the exemplar of well merited wealth, well earned honours, conferred by the unsolicited acclamations of his fellow-citizens, and sanctified by the blessings of the poor.

The proceedings then terminated.

Appendix E. — Reports from Professors.

APPENDIX E.

FORM of CIRCULAR from PRESIDENT and REPORT from PROFESSORS.

RETURN to be filled up by the Professor of ——, and to be returned to the Registrar, so filled up, for the official information of the President, on or before the ——, being for the Collegiate Session 1860-6—.

A.—As to the course or courses of lectures given by the Professor. 1st. Duration and extent of the course, number of terms. 2nd. Number of weeks of lectures in each term. 3rd. Number of lectures weekly, and days and hours of lectures.

B.—The description or title of the course or courses of lectures delivered, and a general abstract of the subjects of instruction contained in the course, and the title of the text-books recommended.

C.—Whether the lectures are illustrated by reference to maps, diagrams, specimens, or experiments, and a general notice of the kind of illustrations used.

D.—Whether any method of tutorial, or other special instruction, is employed, as by setting out portions of text-books for lessons, by themes, or exercises in composition, or problems; and whether special class examinations are held, and at what time; or whether herborization excursions or field exercises are given.

E.—What faculties or division of students are those attending courses of lectures of the Professors making the return.

F.—The number of students attending each course, distinguishing matriculated and non-matriculated students, and the general regularity of attendance.

G.—The general conduct of students at the Professor's lectures, and the general state of discipline as regards the Professor's classes.

H.—The general condition of the department of which the Professor has charge, as to supplies, fitments, cleanliness, and accommodation, for the purposes of instruction.

The Professor, in making the above returns, is requested to mark the answers with the letter designating the portion of the form of return, as above, to which each answer refers.

Signed by order of the President,

———— ———— *Registrar.*

Report of the Professor of Greek.

A.—1. Three terms. 2. Eight weeks in the first term, twelve in the second, and six in the third. 3. Eight lectures, viz., *four* to the senior, and *four* to the junior division of the class, on Monday, Wednesday, Thursday, and Friday.

B.—The Greek Language and Literature. Portions of the works of Homer, Æschylus, Sophocles, Plato, Thucydides, and Xenophon.

C.—The lectures are illustrated by reference to maps and diagrams on the walls of the lecture-room.

D.—Portions of the text-books are prepared in the intervals between the lectures, and the students are exercised in prose and verse composition.

E.—The Faculty of Arts, literary division.

F.—Thirty-two; all matriculated. The general attendance was regular.

G.—The general conduct of the students at lecture was unexceptionable.

H.—Satisfactory.

October 29, 1860. John Ryall.

Report of the Professor of Latin.

A.—1. Three terms. 2. First term, eight weeks; second term, twelve weeks; third term, five weeks. Junior class, four lectures weekly, Monday, nine, A.M.; Tuesday, ten, A.M.; Wednesday, ten, A.M.; Thursday, ten, A.M. Senior class, three lectures weekly, Monday, ten, A.M.; Wednesday, nine, A.M.; Friday, ten, A.M. Extra class, two lectures weekly, Tuesday, eleven, A.M.; Thursday, eleven, A.M.

B.—The Latin Language—Text-books of lectures. Junior class, Livy, part of Book IV.; Horace, Odes, Book IV., and Carmen Sæculare. Senior class. Juvenal, Satires 1, 3, 4, 5, 7; Tacitus' Annals, latter half of Book I., and beginning of Book II. Extra class, Persius, latter half, and part of the First Book of the Actio Secunda in Verrem. In the extra class, passages from English poets and prose writers were translated into Latin by the students.

C.—Large maps of Ancient Greece, Italy, and Asia Minor, hung on the walls of the lecture-room, were used for illustration of the lectures. Frequent reference was also made to a collection of electrotype copies of ancient coins and gems.

D.—The students were always expected to prepare for each lecture a portion of the text-book, in which they were examined by *vivâ voce* questions. In the senior and junior classes Arnold's Introductions to Latin Composition were used as exercise books. In the Latin class the progress of students was tested at the close of the session by examination papers, to which they returned answers in writing.

E.—Students in Arts.

F.—Junior, eighteen; matriculated. Senior, seventeen; matriculated. Extra, three; matriculated.

G.—Satisfactory.

H.—Satisfactory. B. Lewis.

Report of the Professor of History and English Literature.

A.—1. History and English Literature—November 1st, March 27th; two terms. English Language—January 12th, March 27th; one term. 2. Eight in first term; twelve in second term. 3. History and English Literature—Three lectures weekly, Tuesday, Thursday, and Saturday, 11–12. English Language—Three lectures weekly, Tuesday, Thursday, and Saturday, 11–12.

B.—1. History: from the Decline of the Roman Empire to the 15th century;

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Hallam's Middle Ages. 2. English Literature from the earliest times to the age of Elizabeth; Chambers's Cyclopædia of English Literature.

C.—By maps and historical tables.

D.—By exercises in English composition, critical and biographical essays, &c.

E.—Arts and Medicine.

F.—History and English Literature, nine matriculated; English Language, twenty-seven matriculated. Total, thirty-six matriculated.

G.—Good.

H.—Fair.

William Rushton.

Report of the Professor of Modern Languages.

A.—Two courses of lectures on the French Language and Literature. 1. Each course continued during three terms. 2. The first term, eight weeks; the second, twelve weeks; the third, six weeks. 3. Three lectures weekly, in each course, Mondays, Wednesdays, and Fridays, 12–2.

B.—The course of instruction consists of lectures on the syntax, and comparative grammar, and on literature during the third term, along with composition, and reading the following text-books: Barthe's Littérature Française; Racine's Athalie; the Cid of Corneille; Fables de Lafontaine; Oraisons de Bossuet.

C.—The lectures require no illustrations or diagrams.

D.—The tutorial method is blended with the professorial, themes and exercises being given to the students, preparation being required for the reading of the text-books named above, and lectures being also delivered on the literature and history of the language.

E.—The students who attended this department of instruction belonged to the Faculties of Arts and Medicine.

F.—The number of students of the Faculty of Medicine was twenty-nine; that of students of the Faculty of Arts, twenty-six.

G.—The conduct of the students during the session 1859–60 has been most satisfactory.

H.—The general condition of the department, attendance and accommodation, have been satisfactory.

October 29, 1860. R. De Vericour.

Report of the Professor of Celtic.

A.—1. The lectures were delivered regularly during two terms. 2 and 3. Nine lectures weekly; the days were, Monday, Wednesday, and Friday, and the hours 11, A.M., 1, and 3, P.M.

B.—The lectures comprised exercises on the grammatical construction of the language, translations, philology, and ancient Irish history. The text-books used are the works of the Archæological and Ossianic Societies, Dublin.

E.—My pupils were of the Faculties of Arts (Agriculture), Law, and Medicine.

F.—Nine students attended my lectures, namely, three matriculated, and six non-matriculated, who, for the most part, were very regular in their attendance.

G.—The conduct of my pupils was gentlemanly and exemplary.

H.—The lecture-room was clean, and all requirements were promptly supplied.

October 24, 1860. Owen Connellan.

Report of the Professor of Mathematics.

A.—The course of instruction extends over three terms. The number of weeks in which lectures are delivered is, in the first term, about eight; in the second term, about twelve; in the third term, about seven. The number of lectures delivered weekly is, to the junior class, three; to the senior class, three; to the extra class, two. To the junior class lectures are delivered on Monday,

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Wednesday, and Friday, at twelve; to the senior class, on the same days, at two, P.M.; to the extra class, on the same days (excepting Wednesday), at three, P.M.

B.—The subjects of lecture to the junior class are, Arithmetic, Algebra, and Trigonometry; to the senior class, the same subjects, with the addition of Analytical Geometry, Spherical Trigonometry, and the Differential Calculus, and Elements of the Integral Calculus. To the extra class lectures are delivered on the higher applications of Geometry, on Differential Equations, &c. The text-books are, Hind's Arithmetic, Potts's Euclid, Thomson's Trigonometry, Todhunter's Algebra, Analytical Geometry, Differential and Integral Calculus, Boole's Differential Equations, Leroy's or Gregory's Solid Geometry.

C.—All lectures are illustrated on the black-board, and by apparatus, if needful.

D.—Questions for exercise are set at the close of each lecture, the answers are submitted by the students to the Professor, and examined by him.

E.—Students in the Faculty of Arts, and in the Department of Engineering.

F.—In the junior class, about forty; in the senior class, about twenty-four; in the extra class, from three to five. Nearly all are matriculated. The attendance is on the whole satisfactory.

G.—The conduct of students at lectures is invariably good, or so nearly so that exceptions are of very rare occurrence.

H.—Satisfactory.

October 24, 1860. GEORGE BOOLE.

REPORT of the PROFESSOR of NATURAL PHILOSOPHY.

A.—Four courses. 1. Each course continued three terms. 2. In the first term lectures were delivered during nine weeks; in the second, during twelve weeks; and in the third, during four weeks. 3. In the senior class of Physics three lectures were given in each week, viz., on Mondays, Wednesdays, and Fridays, from ten to eleven o'clock. In the junior class of Physics two lectures in each week, viz., on Tuesdays and Thursdays, from eleven to twelve o'clock. In the class of Engineering Physics three lectures in each week, viz., Mondays, Wednesdays, and Fridays, from twelve to one o'clock. In the class of Mathematical Physics three lectures in each week, viz., Tuesdays, Thursdays, and Saturdays, from one to two o'clock.

B.—In the class of Physics the subjects were—Mechanics, Optics, Astronomy, Heat, Magnetism, and Electricity. Text-books—Galbraith and Haughton's Manuals; Ganot, Traite de Physique; Dr. Golding Bird's Natural Philosophy. In Mathematical Physics—Text-books—Duhamel, Cours de Mecanique; Walton's Mechanical Examples; Lloyd's Optics; Brinkley's Astronomy. In Engineering Physics—Text-books—Tate's Exercises on Mechanics; selections from Mosely's Mechanics; Dixon's Heat; and De Pambour's Theory of the Steam Engine.

C.—The lectures on Physics were illustrated by experiments and diagrams.

D.—In Mathematical and Engineering Physics the tutorial method of instruction was used, and problems proposed as exercises.

E.—The senior class of Physics was attended by students of third year in Arts, and second year in Engineering. The class of Mathematical Physics was optional for students in Arts and Engineering. The class of Engineering Physics was attended by students of the second year in Engineering. The junior class of Physics was attended by students of the first year in Medicine, and first year in Agriculture.

F.—Senior class, Physics, nineteen matriculated students; one non-matriculated. Junior class, twenty-four matriculated; four non-matriculated. Mathematical Physics, four matriculated. Engineering Physics, ten matriculated. The attendance was regular in all the classes.

G.—The conduct of the students was very satisfactory.

H.—The general condition of the department of Natural Philosophy is satisfactory.

JOHN ENGLAND.

Appendix E.

Reports from Professors.

REPORT of the PROFESSOR of CHEMISTRY.

A.—Two courses; a theoretical and practical. 1. The theoretical course extended through three terms. 2. In the first term eight weeks; in the second, twelve; in the third, eight. 3. There were three lectures a week, on Monday, Wednesday, and Friday, at eleven o'clock, A.M. The practical course extended through three months, the hours for instruction being, on Monday and Wednesday, from two to three, and on Tuesday and Thursday, from three to four.

B.—The theoretical or systematic course embraced the laws of combination; the history and properties of the metallic and non-metallic substances; the theories of organic chemistry; and the description of organic compounds. The second or practical course was devoted to instructions in the laboratory, in chemical manipulation, analysis and testing for poisons. In addition to this, the laboratory was open—under certain regulations—to other students desirous of pursuing a more extended course of analysis.

C.—The theoretical course was abundantly illustrated by diagrams, specimens, and experiments.

D.—The professorial system was followed, but questions were frequently put to the students during the lectures, and ample opportunity afforded, after each lecture, for the discussion of difficulties, and for explanations.

E.—Students of the Faculties of Arts and Medicine.

F.—Forty-seven matriculated, and fifteen non-matriculated, in the theoretical course. 2. Eighteen matriculated, and four non-matriculated, in the practical course. The attendance was very regular.

G.—The general conduct of the students was good, and the state of discipline excellent.

H.—The general condition of the chemical department as to supplies, fitments, &c., for the purposes of instruction, is very good.

October 25, 1860. J. BLYTH, M.D.

REPORT of the PROFESSOR of NATURAL HISTORY.

A.—Two courses were delivered by the Professor of Natural History during the Session 1859–60, viz.:—one on Zoölogy and Botany, and one on Physical Geography. 1. The course on Zoölogy and Botany included seventy lectures, delivered during the first, second, and third terms of the session. That on Physical Geography numbered twelve lectures, delivered during the first term. 2. Lectures were delivered during eight weeks in the first term; during twelve weeks in the second; and during three in the third. 3. In each week, three lectures were delivered on Zoölogy and Botany, between the hours of three and four, P.M., on Mondays, Wednesdays, and Fridays. The lectures on Physical Geography were delivered on the same days, from ten to eleven, A.M.

B.—The course of Zoölogy and Botany embraced a series of lectures on the Morphology, Classification, Distribution, Physiology, and Development of Plants and Animals. The earth as a whole, the land, the water, the air, the changes which the globe is now undergoing, and the relations which it bears to its living inhabitants, were the principal subjects discussed under the head of Physical Geography. The text-books recommended were as follows:—In Zoölogy and Botany—Dallas's Natural History of the Animal Kingdom; Carpenter's Principles of Comparative Physiology; Henfrey's Elementary Course of Botany; Bentham's Handbook of the British Flora. In Physical Geography:—Hughes's Outlines of Physical Geography; Somerville's Physical Geography.

C.—The lectures were illustrated by reference to maps, diagrams, specimens, and microscopic preparations.

D.—In the teaching of the various subjects introduced, prelections were combined with tutorial instruction. Herborizations were given during the third term.

E.—The lectures on Zoölogy and Botany were attended by students of the second year in the Faculty of Arts, of the first year in the Department of Agriculture, and of the first year in the Faculty of Medicine. Students of the third year in the Faculty of Arts attended the course of Physical Geography.

F.—Forty-three students attended the lectures on Zoölogy and Botany. Eight of these were non-matriculated. Five students were disqualified on account of insufficient attendance. The other students attended regularly. The course of Physical Geography was delivered to nine students, all of whom were matriculated. These attended with sufficient regularity.

G.—The general conduct of the students was, upon the whole, satisfactory.

H.—The entire department of which the Professor has charge is in an efficient condition. The lecture-room, however, is rather small, and, for the purposes mentioned in the report of 1857–8, a private room is much wanted by the Professor.

J. Reay Greene.

Report of the Professor of Geology and Mineralogy.

A.—The course extended over three terms—the first term including ten weeks; the second, twelve; and the third, four weeks. The weekly number of lectures was three, the days being Mondays, Wednesdays, and Fridays, at the hour of one to two, p.m.; the total number of lectures given in the course being seventy-two.

B.—The title of the course was Lectures on Geology and Mineralogy, and the subjects embraced therein were Physical Geography, so far as this had reference to Geology, Physical Geology, and Palæontology, and a description of the physical properties and characters of the most important and most common minerals. The text-books to which reference was principally made were—Somerville's Physical Geography; Hughes's Outlines of Physical Geography; Page's Introductory Text-book of Geology; Lyell's Manual; Lyell's Principles of Geology; and Nicol's Manual of Mineralogy.

C.—The lectures were illustrated by maps, diagrams, and specimens.

D.—The lectures were of a professorial character, and field instruction was given during the last term, and when not interfering with other courses.

E.—The students attending the lectures belonged to the Engineering and Agricultural Departments of the Faculty of Arts.

F.—The number of students attending the courses was eighteen—seventeen being matriculated, and one non-matriculated. The general character of the attendance was very satisfactory.

G.—The conduct of the students during lecture was, without exception, most exemplary.

H.—With respect to fitments, cleanliness, and accommodation, these are such as to meet with the Professor's approval. There is, however, a circumstance to be complained of, which is referred to in last report, viz., the frequently wet state of the lecture-room, from the imperfect condition of the outside walls.

October 22, 1860. Robert Harkness.

Report of the Professor of Civil Engineering.

A.—1. Junior Engineering, three terms; seventy lectures. Senior Engineering, three terms; seventy lectures. Office work, three terms; forty-eight lectures. [The roll not having been called during the third term, as the field work interfered with regular attendance.] 2. First term, eight weeks; second term, twelve weeks; third term, six weeks. 3. Three each class. Senior class, ten, a.m., Tuesday, Thursday, and Saturday. Junior class, ten, a.m., Monday, Wednesday, and Friday. Office open for four hours on Tuesday, Thursday, and Saturday.

B.—Senior class—Civil Engineering and Architecture, as detailed in the prospectus. Junior class—Geometrical Drawing; Use of Instruments; Surveying; Levelling. Senior and junior class—Office work, as stated in prospectus.

C.—Illustrated by reference to maps, diagrams, and instruments.

D.—Tutorial instruction is occasionally adopted. Field exercises are given when possible.

E.—Students in Civil Engineering and Agriculture.

F.—Junior class—Students in Engineering, fourteen, matriculated. Students in Agriculture, three, matriculated. Senior class—eleven, matriculated. Office work—one, non-matriculated. Total, twenty-eight matriculated; one non-matriculated.

G.—Good.

H.—The general condition of this Department, as to supplies, is good.

Alexander Jack.

Appendix E.

Reports from Professors.

Report of the Professor of Agriculture.

A.—1. Three terms. 2. Five weeks in the first, eight in the second, and ten in the third term. 3. Nine: viz., three to students of the first year, and six to those of the second year. Days of lecture: Tuesdays, Thursdays, and Saturdays. Hours of lecture: ten, eleven, and one o'clock.

B.—Science of Agriculture to students of the first year, and Practice of Agriculture and History, and Diseases of Farm Animals to those of the second year. Abstract, of course, and text-books, same as specified in last return.

C.—The lectures are illustrated by maps, diagrams, specimens, and by experiments.

D.—Special class examinations are held at the conclusion of the several subjects into which the course is divided, and occasional excursions are taken.

E.—Faculty of Arts department of Agriculture.

F.—One student of the first year and three of the second year, all matriculated. The attendance of the students of the second year was excellent; of the students of the first year, not good.

G.—Excellent.

H.—Good.

October 26, 1860. Edmund Murphy.

Report of the Professor of Jurisprudence and Political Economy.

A.—Three courses of lectures. Jurisprudence and Political Economy for Arts Students; Jurisprudence for Law Students of first year; Civil Law for Law Students of second year. 1. For Arts Students, two terms; for each class of Law Students, two terms. 2. Three. 3. Four: Tuesdays, Wednesdays, Thursdays, Fridays, at eleven o'clock for Arts Students; for Law Students generally on same days; the hours varied. The total number of lectures in Jurisprudence were twenty-two; in Civil Law, eighteen.

B.—Jurisprudence—Nature and elementary principles of the subject; principles of Criminal Law; requisites for fair Penal Trial; Trial by Jury; Direct and Circumstantial Evidence; History of Right of Testamentary Bequest, &c. Political Economy—The Nature and Distribution of Wealth; the Principles which regulate Rent, Profits, and Wages; the Principles of Commerce, of Taxation, of the Funding System, and of Currency and Banking. Adam Smith, Wealth of Nations; Senior, Political Economy; Longfield, ditto; Longfield, Lectures on Commerce; Huskisson, The Question Stated; Reddie, Inquiries in Science of Law; Lord Bacon, Tract on Universal Justice by D. C. Heron; John Stuart Mill, Political Economy; The Institutes of Justinian; Grapnel, on the Roman Law.

C.—None.

D.—In Jurisprudence, from the scarcity of text-books, there is very little tutorial instruction, except by examination from time to time in the lectures delivered by the Professor. In Political Economy the course is commenced with examinations in prescribed portions of the text-books; the continuance of this mode of instruction depends on the attainments and capabilities of the class. The lectures delivered by the Professor are then proceeded with, and there is daily a considerable amount of tutorial instruction by examination, and discussion of the various topics connected with the subject. In Civil Law the lectures consist almost wholly in examinations in the prescribed text-books.

E.—In Jurisprudence and Political Economy, third year's Arts; in Jurisprudence, first year's Law; in Civil Law, second year's Law.

F.—In Jurisprudence and Political Economy, four, all matriculated. In Jurisprudence (Law), two, matriculated. In Civil Law, one, matriculated; the attendance in all regular.

G.—Highly creditable.

H.—Sufficient.

October 29, 1860. R. H. Mills.

Report of the Professor of English Law.

A.—There were three classes. The course prescribed for each class comprised twenty-four lectures. The lectures were given previously to the Michaelmas Law Term, and in the interval between its close and the Christmas Recess. In

Appendix E.

Reports from Professors.

the second term in the months of February, March, and May, previously to the Easter Recess, and occupied two weeks in the first, and four in the second and third terms, four lectures having been delivered to each class weekly, on Tuesday, Wednesday, Thursday, and Friday, at the hours of eleven, twelve, and three o'clock respectively.

B.—The course for the class of the first year comprised elementary instruction in the law of "Real Property and Practical Conveyancing. The text-book used was "Williams on Real Property." The first volume of Stephens' edition of Blackstone's Commentaries, and the second volume of Kerr's edition were recommended for perusal. The course prescribed for the class of the second year comprised instruction in the Law of Personal Property, Equity, and Bankruptcy, and in the practical application of forms and precedents. The text-books used were "Williams on Real Property," "Smith's Manual of Equity." "Adams on Bankruptcy and Insolvency," Stephens' and Kerr's editions of Blackstone's Commentaries, and Smith's Mercantile Law, were recommended for perusal. The course for the class of the third year, comprised the subjects of "Common and Criminal Law." The text-books used were Broom's "Common Law," Broom's "Maxims," Blackstone's Commentaries, Stephen's and Kerr's editions. Smith's Leading Cases, and Copinger's "County Courts," were recommended for perusal.

C. and D.—The subjects were explained by the perusal, in class, of Abstracts of Title, and, so far as it was practicable, by the consideration of cases, opinions of Counsel, &c., and by requiring the students to write on the several subjects.

E.—Students in Arts and Law.

F.—Four: two in the class of the first, one in the class of the second, and one in the class of the third year.

G.—Unexceptionally good.

H.—I have nothing further to report to the President in reference to the department of English Law.

October 27, 1860. MICHAEL BARRY.

REPORT of the PROFESSOR of ANATOMY and PHYSIOLOGY.

A.—Two courses, which consisted of 230 lectures and demonstrations, viz.: 126 lectures in Anatomy and Physiology, and 104 demonstrations in Practical and Descriptive Anatomy. Ten lectures delivered in each week during the Medical Session, from twelve to one, and from one to two o'clock, P.M., daily. In addition to the lectures at the above-mentioned hours, a special course was delivered on the Anatomy and Physiology of the Eye, Ear, &c., at the hour of four o'clock, P.M.

B.—One course is entitled Anatomy and Physiology; the other course, Practical and Descriptive Anatomy, which last includes the Anatomical Demonstrations given in the Theatre, and also the courses of dissections.

The dissections performed by the students are constantly superintended by the Professor of Anatomy and Physiology, and by his assistant, Dr. Shinkwin, Demonstrator of Anatomy.

The course of Anatomy and Physiology comprehends the following subjects:—

1. Nature of life and organization; general description of the vital functions; general and special description of the tissues of the human frame; the structure and composition of all the solids and fluids, viz., the blood, lymph, chyle, bile, saliva, &c.

2. Physiological Anatomy of the organs of support and locomotion, circulation, respiration, digestion, secretion, excretion, absorption, reproduction; the brain and its membranes; the spinal cord and its membranes; the ganglia and nerves; the organs of touch, taste, vision, hearing, smell; organ of voice, &c.

3. The course comprehends all departments of Human Physiology; and various subjects comprised in it are elucidated by reference to Comparative Anatomy and Physiology.

The course of Anatomy and Physiology is illustrated by the constant use of the microscope.

The course of Practical and Descriptive Anatomy includes the demonstrations of the bones, joints, ligaments, muscles, arteries, veins, absorbant glands, the

Appendix E.

Reports from Professors.

nerves, viscera, membranes, and fasciæ; it also embraces Regional and Surgical Anatomy.

The text-books are the following, viz.:—Todd and Bowman on Physiological Anatomy; Carpenter's Human, Animal, and Comparative Physiology; Valentin's Physiology; Quain's and Sharpey's Works; Harrison's Anatomy; Harrison on the Arteries; Corbett on the Arteries; Wilson's Anatomy; Kölliker, Gerber, Quickett, and Hassal, on Microscopic Anatomy.

C.—The lectures are illustrated by recent and prepared dissections, by charts, plates, diagrams, and anatomical preparations. Minute Anatomy of all tissues is illustrated by the use of microscopes, and by microscopical preparations. The principles of Physiology are elucidated by experiments instituted upon animals, when deemed necessary.

D.—The students are examined, *vivâ voce*, on the subjects treated of in the lectures; sometimes once per week; at other times every fortnight. On particular occasions the examinations are held more frequently, according to the degree of difficulty of the subjects to which their attention has been directed. Examinations are generally held on Saturday or Monday, at the hours of twelve and one o'clock.

Written replies to questions proposed in these classes, have been resorted to only at the Examinations held in October for Medical Scholarships, and at the Sessional examinations, which take place at the termination of the courses.

E.—These courses have been attended only by students of medicine and surgery.

F.—Total number of anatomical students, seventy-three, viz., matriculated, fifty-five; non-matriculated, eighteen. The course of Anatomy and Physiology was attended by fifty-nine students, viz., matriculated, forty-three; non-matriculated, sixteen. The course of Practical Anatomy was attended by forty-four students, viz., matriculated, thirty-five; non-matriculated, nine. The students have attended the lectures with great regularity.

G.—The students conduct themselves with extreme attention and order during the delivery of my lectures. The general state of discipline in the anatomical classes has been exemplary.

H.—The supplies of preparations, instruments, plates, charts, and diagrams available for instruction are considerable; the rooms are kept in a state of cleanliness.

The addition of seventeen feet to the length of the Anatomical Theatre, made since the last visit to the College of His Excellency the Earl of Carlisle, will prove a considerable advantage to the anatomical classes.

As there appears to be no immediate prospect of the erection of an Anatomical Museum, it would be most desirable that a number of narrow double-faced cases should be placed in the Pathological Museum, at right angles with the walls, for the lodgment of that portion of the anatomical collection, which cannot be arranged, from want of space, in the Clarendon building.

October 27, 1860. J. H. Corbett.

Report of the Professor of the Practice of Physic.

A.—A course of lectures on the Practice of Physic, commencing on the 2nd of November, and ending on the 30th of April following. There is a short vacation at Christmas and Easter. The lectures are delivered from three to four on Tuesdays, Thursdays, and Saturdays, each week.

B.—The subjects of the lectures are General and Special Pathology, a description of local diseases and their treatment, followed by a similar description of diseases not referrible to a local origin. Class-books—Watson's Practice of Physic, Aitken's Science of Medicine, Simon's Pathology, and several monograms.

C.—The lectures are illustrated by a reference to pathological plates and morbid specimens from the Museum.

D.—Class examinations are held at uncertain intervals through the Session.

E.—The Faculty of Medicine.

F and G.—The attendance last Session was very good, and the conduct exemplary. The number of matriculated students, fourteen; of non-matriculated, two.

Appendix E.

Reports from Professors.

H.—The preparations in the Pathological Museum are comparatively useless to the students, owing to want of sufficient accommodation, for which a speedy remedy should be obtained.

DENIS C. O'CONNOR.

REPORT of the PROFESSOR of SURGERY.

A.—From first week of November to first week of May lectures given—Mondays, Wednesdays, Fridays, at three o'clock.

B.—Principles and Practice of Surgery. The books recommended for perusal to the class included works upon the several branches of Surgery.

C.—The lectures were illustrated by physiological and pathological specimens, by plates, diagrams, instruments, portions of the recent subject, by casts and models.

D.—The course was not tutorial.

E.—The students belonged to the Faculty of Medicine.

F.—The class-rolls, showing the attendance of the class, were transmitted to the Registrar at the close of last Session.

G.—The conduct of the students was very good.

H.—It is impossible to deliver the Course of Surgery in a satisfactory manner from want of accommodation; and the Professor respectfully suggests to the President, that it would be desirable to make arrangements for conducting the Department of Surgery in the Clarendon Buildings.

Signed,

October 23, 1860. DENIS BRENAN BULLEN, M.D.

REPORT of the PROFESSOR of MIDWIFERY.

A.—1. Six months. 2. Fifty-two lectures in the course. 3. Three weekly—Monday, Wednesday, Friday, four o'clock.

B.—Midwifery—Physiology and Pathology of reproduction and gestation; labour, and diseases of the puerperal state; their management; management of infants.

C.—Diagrams, plates, specimens, models, &c.

E.—Medical.

F.—Thirteen: twelve matriculated; one not.

G.—Good; very good on the whole.

H.—Very fair.

October 29, 1860. J. R. HARVEY.

REPORT of the PROFESSOR of MATERIA MEDICA.

A.—Course of lectures extends over one Medical Session, consisting of twenty-six weeks. During each week three lectures are delivered, on Tuesday, Thursday, and Friday, from two to three, P.M.

B.—The course consists of lectures on Materia Medica and Therapeutics, embracing jamatology in general, pharmacognosy, pharmacology, pharmacy, posology, formulation, therapeutics, and hygiène. The text-books recommended are—Pereira's Materia Medica; Christison's Dispensatory; Forbes' and Boyle's Manuals; Bouchardat's Matiere Medicale; Soubeiran's Pharmacie; Oësterlen's Heilmittellehre; Bucheim's Arzneimittellehre; and Schroff's Pharmacognosie.

C.—Lectures illustrated by diagrams, schematic figures on the board. specimens from the College botanical garden and herborium; chemical and microscopical demonstrations.

D.—The practical instruction consists in the above-mentioned exercises.

E.—Number of students, twenty-four; two of whom are non-matriculated.

G.—The conduct of the students was very good. Attendance and attention on the entire very praiseworthy.

H.—The fittings, supplies, &c., are admirable; but the Professor begs again to call attention to the fact that from the mode in which the pharmaceutical laboratory is taken up with pathological specimens, preparations, and diagrams, not belonging to that department, it is perfectly impossible for him to conduct any chemical experiments, without which his lectures must be extremely deficient.

PURCELL O'LEARY, B. ès L., A.M., M.D., F.R.S.

Appendix E.

Reports from Professors.

REPORT of the MEDICAL JURISPRUDENCE COURSE.

A.—Three months. Three lectures weekly, on Tuesday, Thursday, and Friday, at two, P.M.

B.—The subjects chiefly enlarged upon were—Toxicology, infanticide, injuries, wounds; the rules regulating the admission of evidence in legal procedure. The text-books recommended were—Taylor's Medical Jurisprudence, and Taylor on Poisons; with the perusal of leading cases reported, as for example, Lord Ferrer's case, Hadfield's case, the Gardner and Douglas Peerage cases, &c.

C.—The course was illustrated by experiments when necessary.

D.—The method of teaching was by lectures alone.

E.—Students of the Faculty of Medicine and Law attended.

F.—Ten matriculated students and two non-matriculated attended very regularly.

G.—Their conduct was good, and the discipline excellent.

H.—The department of Medical Jurisprudence is at present entirely dependent on the department of Chemistry for the apparatus and materials necessary for illustrating the toxicological portion of the course.

October 25, 1860.

J. BLYTH, M.D.
MICHAEL BARRY, *Professor of Law.*

Appendix F.

List of Successful Candidates.

APPENDIX F.

LIST of UNIVERSITY DEGREES, DIPLOMAS, and HONORS obtained by CANDIDATES from QUEEN'S COLLEGE, CORK, at the COMMENCEMENT in OCTOBER, 1860.

NOMINAL RETURN of the CANDIDATES from Queen's College, Cork, on whom Degrees, Diplomas, or Certificates were conferred by the Queen's University, after the Examination of the year 1860.

DEGREE OF M.D.

Busteed, William John,	M.D.
Clapp, William H. B.,	M.D.
Cooper, George,	M.D.
Eaton, Usher Bere,	M.D.
* Gore, Albert Augustus,	M.D.
Jones, William Henry,	M.D.
*Lawson, J. Henry,	M.D.
Levis, John S.,	M.D.
Moriarty, Thomas B., B.A.,	M.D.
O'Kearney, Francis R.,	M.D.
O'Keeffe, Matthias, M.A.,	M.D.
Read, Richard,	M.D.

DEGREE OF M.A.

Seymour, Michael, B.A.,	M.A.

DEGREE OF LL.B.

O'Regan, John, B.A.,	LL.B.

DEGREE OF B.A.

Brown, Daniel,	B.A.
*Cleary, Arthur P.,	B.A.
O'Regan, John,	B.A.
Popham, John F.,	B.A.
Power, Pierce G.,	B.A.
Ridings, Henry S.,	B.A.
Testro, Daniel M'M.,	B.A.
Woodroffe, Francis H.,	B.A.

DIPLOMA IN ELEMENTARY LAW.

Barry, Michael Richard.

DIPLOMA IN ENGINEERING.

Jones, Leslie.
Sterling, Robert John.
Unkles, Joseph.

DIPLOMA IN AGRICULTURE.

Bland, Llewellyn.
Strangman, Thomas Wilson.

CERTIFICATE OF FIRST MEDICAL EXAMINATION.

Barrett, Richard.
* Carroll, Richard.
O'Sullivan, Stephen.
* Potter, Robert.
Swanton, James.

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* Dr. Gore attended part in Galway; Dr. Lawson attended part in Galway; Mr. Carroll attended part in Galway; Mr. Cleary attended part in Belfast; Mr. Potter attended part in Galway.

Appendix F.

List of Successful Candidates.

NOMINAL RETURN of CANDIDATES from Queen's College, Cork, on whom Honors were conferred by the Queen's University, for their distinguished answering at the Examinations of the year 1860.

Honors with the Degree of M.D :—

* Levis, John S. Third.
Popham, John F. First in Mathematical Physics. Second in Chemistry.
Ridings, Henry S. First in Mathematics. Third in Mathematical Physics.
Brown, Daniel. Second in Modern Languages.
Cleary, A. P. Second in Classics.
O'Regan, John. Second in Experimental Physics.
Power, Pierce G. Second in Chemistry.
Testro, Daniel M'M. Second in Logic and Metaphysics. Fourth in Mathematics.

Honor with the Diploma in Elementary Law :—

Barry, Michael Richard. First.

Honor with Diploma in Engineering :—

Unkles, Joseph. Second.

Honor with the Diploma in Agriculture :—

Strangman, Thomas Wilson. First.

Honors open to all Candidates :—

Strangman, Thomas Wilson. Second in Celtic.
O'Sullivan, Stephen. Third in Celtic.

APPENDIX G.

Appendix G.

Report of Curator of Museum.

REPORT of the CURATOR of the MUSEUM.

RETURN of the CURATOR of the MUSEUM for the official information of the PRESIDENT, for the Session 1859–60.

1. The number and description of the departments connected with the Museum are as follows:—first, Zoological; second, Botanical; third, Geological; fourth, Palæontological; and fifth, Mineralogical.

2. The number and general nature of the objects in these departments remain as before, except as regards the following additions:—

3. Firstly, a herbarium illustrative of several orders of the vegetable kingdom; secondly, a series of skeletons representing the natural orders of the class Aves.

4. With the exception of the above, no objects of especial interest have been added to the Museum since the last Report.

5. With reference to condition, some specimens have sustained injury in consequence of the damp which prevails in the building; and as relates to arrangement, the Geological, Mineralogical, and Botanical specimens are in such a condition as to meet the requirements of the students: the two former being fully catalogued.

6. As concern fitments, cases, and other materials, the Museum is, at present, tolerably well supplied. Several new cases have, however, been applied for in order to accommodate the recent or future purchases.

7. The conduct and discipline of the students in the Museum has been perfectly satisfactory.

8. The Museum, as relates to cleanliness and attendance, is in a good condition; but I have again to allude to the open fire-places, which still exist, and produce the injurious effects referred to in my last Report.

ROBERT HARKNESS.

October 22, 1860.

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* Levis, John S., bracketed with two others.

Appendix H.

Report of Librarian.

APPENDIX H.

REPORT of the LIBRARIAN.

The number of volumes at present in the library is 13,589. They are classified as follows:—

	Vols.	Vols.
Pure Sciences,		415
Mathematics,	415	
Experimental Sciences,		1,241
Natural Philosophy,	446	
Chemistry, including Mineralogy,	795	
Military Science and History,	196	196
Natural Sciences,		1,006
Geology and Palæontology,	394	
Physical Geography,	42	
Botany,	199	
Zoology, including Ethnology and Comparative Anatomy,	449	
Miscellaneous treatises on Botany and Zoology,	358	
Medical Sciences,		1,541
Human Anatomy and Physiology,	232	
Materia Medica, Therapeutics, and Hygiene,	256	
Principles and Practice of Surgery,	221	
,, ,, of Medicine,	201	
Pathology,	71	
Obstetric Medicine and Surgery,	183	
Legal Medicine,	38	
Medical Literature,	64	
,, Journals,	270	
Mental, Moral, and Political Sciences,		1,687
Theology,	285	
Logic, Metaphysics, and Moral Philosophy,	369	
Political Economy,	185	
Jurisprudence,	165	
Law,	556	
Education,	127	
Language and Literature,		3,191
General Philology,	107	
Greek,	504	
Latin,	420	
Celtic,	31	
English,	1,136	
French,	332	
Other European,	621	
Eastern,	40	
History,		2,008
General,	246	
Ancient,	90	
Mediæval,	57	
Ecclesiastical,	206	
General Modern,	43	
of Ireland,	109	
— Great Britain,	339	
— France,	490	
— Germany,	45	
— Northern European Nations,	63	
— Southern do. do.,	199	
— Eastern Nations,	87	
— American do.,	44	
Antiquities,		200
Biography,		441
Geography, Voyages, and Travels,		485
Arts,		650
—— Engineering and Architecture,	261	
—— Agriculture,	157	
—— Fine Arts,	171	
—— Industrial Arts,	61	

Appendix H.

Report of Librarian.

	Vols.
General Encyclopædias, ...	73
,, Reviews, ...	398
Bibliography, ...	57
Total, . . .	13,589
Number of Volumes in Library at the date of last Report, . .	11,171
Increase during Session 1859-60,	2,418

The number of volumes presented to the library during past Session is sixty-three, the principal donors being the Trustees of the British Museum.

Since the date of last Report, I have prepared a classified catalogue of the books in the library. This was printed by order of the College Council, and will be published in a few weeks.

At the annual scrutiny of the library made in June last I found that no injury or loss to any description of library property took place during the past Session.

The discipline of the library is excellent, and the conduct of the students while in it most satisfactory. I have had on one occasion to call the attention of the Vice-President to some irregularities in the conduct of a student; but with this exception, I did not find it necessary to report any violation of the library regulations.

Cleanliness and order are properly attended to; but as the number of students using the library is greater this present Session than it had been at any time previously, a second porter will be found indispensable.

MATTHIAS O'KEEFFE, *Librarian.*

November 1, 1860.

APPENDIX I.

Appendix I.

Copies of Accounts furnished by Bursar.

COPIES of the several ACCOUNTS furnished by the BURSAR, showing the FINANCIAL STATE of the COLLEGE.

ACCOUNT No. 1.

GENERAL ABSTRACT of the ENDOWMENT ACCOUNT of QUEEN'S COLLEGE, CORK, for the Year from 1st April, 1859, to 31st March, 1860.

RECEIPTS.	£	s.	d.
To Balance on 1st April, 1859, ...	822	12	2½
,, Amount received per Paymaster of Civil Services, .	7,000	0	0
,, Amount of Errors Adjusted, ...	18	18	8½
	£7,841	11	11

EXPENDITURE.	£	s.	d.
By Amount paid for Salaries, ...	5,100	0	0
,, ,, ,, Prizes and Scholarships, . . .	1,202	0	0
,, ,, for Porters and Servants, ...	344	0	6
,, ,, for Prize Books, ...	95	17	6
,, ,, Adjustment of Error, ...	0	10	0
,, Balance 31st March, 1860, ...	1,049	3	11
	£7,841	11	11

EDWARD M. FITZGERALD, *Bursar.*

Appendix I.

Copies of Accounts furnished by Bursar.

Account No. 2.

Account of Receipts and Expenditure of Parliamentary Grant and College Fees, Fines, &c., from 1st April, 1859, to 31st March, 1860.

RECEIPTS.	£	s.	d.
* By Balance to Debit of Bursar on 31st March, 1859, as per last Report,	67	8	2
,, Amount of Parliamentary Grant received from Paymaster of Civil Services,	1,600	0	0
,, Receipts from College Fees,	57	0	0
,, ,, Rent of Boxes, Fines, &c.,	3	16	0
	£1,728	6	2
EXPENDITURE.			
Libraries:—			
Classical Languages and Literature,	63	9	11
English Language, Literature, and History,	95	15	2
Foreign Modern Languages and Literatures,	61	15	4
Celtic Languages and Literature,	16	9	6
Mathematics, Physics, and Chemistry,	64	19	10
Natural Sciences,	135	16	8
Engineering and Agriculture,	20	15	7
Mental, Legal, and Political Sciences,	60	19	9
Medical Sciences,	67	1	6
Periodical Literature,	50	10	4
Binding Books, and Sundries,	26	1	2
Museums:—			
Classical Art and Archæology,	94	16	0
Geology and Natural History,	85	12	3
Physical Apparatus,	67	17	9
Chemical Laboratory,	51	11	2
Engineering and Agriculture,	37	18	4
Medical Museum,	11	9	4
Establishment:—			
Printing and Stationery,	47	19	7
Postage and Advertising,	93	13	4
Porters' Clothing,	39	14	9
Sundries, including Fitments not furnished by Board of Works,	55	9	6
Heating, Lighting, and Fireman's Wages,	188	17	0
Botanic Garden and Grounds,	89	16	0
Balance to Debit of Bursar on 31st March, 1860,	199	16	5
	£1,728	6	2

Signed, Edward M. Fitzgerald, *Bursar.*

Appendix K.

Report on Discipline and Return of Punishments.

APPENDIX K.

Report of the Vice-President on Discipline and Return of Punishments.

Return to be filled up by the Vice-President and sent into the Registrar, for the official information of the President, on or before the day of , for the Collegiate Session 185 –5 .

A.—As to the state and efficiency of all the several departments of the College, to which the constant supervision of the Vice-President is directed by the Statutes.

B.—As to the state of order and discipline in the College, to which the particular attention of the Vice-President is directed by the Statutes.

Signed, By order of the President,

Registrar.

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* By a clerical error in apportioning an account for Periodicals, this balance was stated in Report for 1858–59 at £68 6s. 9d. The error has been corrected, and the true amount now substituted as above.

Appendix K.

Report on Discipline and Return of Punishments.

Return of the Vice-President.

A.—The general condition of the several departments of the College, in so far as they came under the cognizance of the Vice-President, was satisfactory.

B.—The state of order and discipline was very good—no student having incurred any College penalty.

October 29, 1860. John Ryall, *Vice-President.*

Cases of Breaches of Discipline brought before the College Council for Punishment—

Nil.

November 28, 1860. Robert J. Kenny, *Registrar.*

APPENDIX L.

Appendix L.

Reports of Deans of Residences.

Reports of Deans of Residences.

Report of Established Church Dean of Residence.

Ashton-place, Cork, Nov. 1, 1860.

My Dear Sir Robert,—I have been requested by the Registrar of the Queen's College, Cork, to make a report of the conduct of the students under my charge. I regret very much that I know very little of the conduct of the students who are members of the Established Church. Hardly any of them reside in the Licensed Boarding Houses. I have applied to the Council to allow me a room in the College, where I might collect the students under my care, and give them religious instruction. This the Council has refused; and besides this, up to the present, the Council has appointed no hour in the week for religious instruction, so that it is almost impossible for me to do any service whatever for the students of the Established Church. My lectures have been held in an inconvenient place, and at an inconvenient hour, and accordingly I have not had half-a-dozen students at any one time present, during the past year.

Yours very truly,

Sir Robert Kane. George Webster.

Report of the Wesleyan Dean of Residence.

Cork, November 7, 1860.

My Dear Sir Robert,—In presenting a report of the students under my care, as Wesleyan Dean of Residence, I beg to say I have reason to believe they have conducted themselves with gentlemanly propriety, and have attended to their studies, and some of them have been successful candidates for scholarships, prizes, and University honors. To be able to state this gives me much pleasure, as young gentlemen, away from parental care, and the sanctities of home, are much exposed to dissipating pleasures, and the many temptations of a large city. For this state of exposure provision has been wisely made, in the constitution of the Queen's Colleges, by the appointment of Deans of Residence; and when this very important office receives due consideration, it cannot fail to be much more efficient and beneficial to the students. Permit me to say, there is good reason to hope the students under my care will persevere in their studies, and continue to conduct themselves with propriety, and so insure an honourable course in after-life, and furnish additional proofs that the Queen's Colleges were wisely instituted for the benefit of all classes, and so reflect great honour on the wise and liberal government by which they were originated.

I remain, my dear Sir Robert,

Yours very faithfully,

Sir Robert Kane. Robert T. Tracy.

Appendix L.

Reports of Deans of Residences.

REPORT of PRESBYTERIAN DEAN of RESIDENCE.

Cork, October 29, 1860.

SIR,—The Presbyterian students in attendance on the classes at the Queen's College for the Session 1859–60, were not numerous. They were, however, distinguished by their diligent application to study, and by the uniform excellence of their moral conduct. I have to add that they were attentive, for the most part, to their religious duties.

I am, yours very truly,

Sir Robert Kane.

WILLIAM MAGILL.